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# The new physical education

By JAMES EDWARD ROGERS

*Mr. Rogers is Secretary of the National Physical Education Service of the National Recreation Association; and of the Department of School Health and Physical Education of the National Education Association.*

THE job of the public schools is to prepare our boys and girls for complete living. The new day demands a new education; the new social-economic environment demands a new school plant, and the new child demands a new curriculum. As a consequence of these demands this new age has produced a new education.

Education has changed to meet the needs of a changing world. Ever changing schools for an ever changing civilization is inevitable. When America was rural and agricultural, the little red schoolhouse was sufficient for providing the three Rs in a school year of three months, but now this modern, industrial, urban America must have modern school buildings with auditoriums, music rooms, art rooms, laboratories, gymnasias and athletic fields. The modern school must provide in addition to the three Rs, science education, vocational education, art education, and physical education.

There are five distinct steps in the growth and development of modern education. First, when America was young and pioneering, the three Rs were sufficient. Second, in 1880 when industry began to come, the teaching of the biological and physical sciences became a necessity. Third, in 1900 with the rapid growth of manufacturing and business, there came a national demand that the school provide for vocational training. Fourth, in 1910 there was a feeling that education was neglecting the art of living and that our boys and girls should be prepared in the making of a life as well as earning a livelihood, so art education became a part of the school curriculum. Fifth, with the domination of the machine and the artificiality that has come with standardization methods, physical education is now an integral part of the school system.

Our sense of values is going through a tremendous change. Physical education during the past ten years has made more rapid progress than any other branch of education and the prediction is that during the next ten years this progress will steadily increase. With only 160 days in the average school year and only five hours in the average school day, educators have a stupendous task in attempting to equip boys and girls with sound

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JACK LIPPERT, Editor

Photograph on the cover by Ewing Galloway—cover design by Owen Reed

minds and sound bodies in preparation for sound living.

As there is a new education, so there is a new physical education. The modern program of physical education deals not so much with exercise and calisthenics as it does with health. It has gymnastics, not for training acrobats but for giving neuro-muscular skills which are most essential in this artificial, mechanical age. It provides play and recreation for the promotion of play habits for the wise use of leisure time. The new physical education is not so much concerned with the winning of games as it is with the promotion of sport—not for sport's sake but for the sake of sportsmanship.

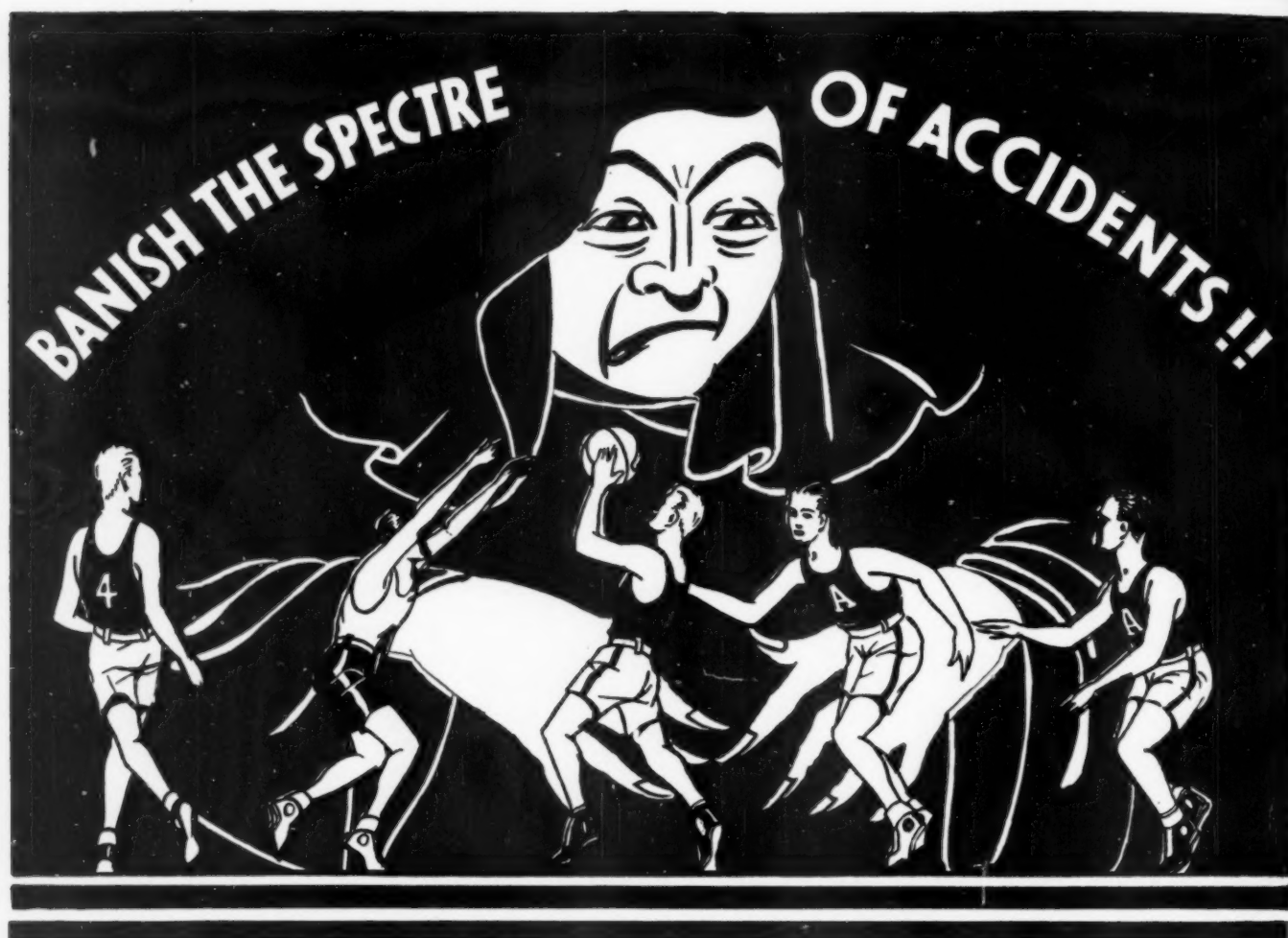
As all subjects in the school curriculum have undergone change, so physical education has gone through a series of stresses and strains. In the past thirty years there have been five trends in physical education: 1, athletics and sports; 2, informal and intramural; 3, health; 4, recreational; 5, educational. At last we have come to realize that our profession is that of education and that our aims are the same seven cardinal principles of general education. Physical activities are not ends in themselves but merely the

means for education. They represent not education of the physical but education through the physical program. Rhythmics, gymnastics, games, sports, and athletics are the means to train for health, character, sportsmanship, personality, and good citizenship.

There has been a great impetus to physical education largely through the help of the general educator. Previous to 1918 only eleven states had state compulsory physical education laws. Today thirty-five states have compulsory physical education laws. Previous to 1918 only four states had state directors. Today twenty states have state directors, representing 60 per cent of the population of the country. Many schools are supplying ample and adequate indoor and outdoor facilities. There has been an increase in time allotment, many high schools now assigning daily 60 minute periods to the subject. Credit is being given, in some cases on a par with the academic subjects for college entrance requirements.

While physical education has made its place in the educational field and while the cause is being promoted by the general educator, there is also a challenge from the general educator.

(Concluded on page 22)



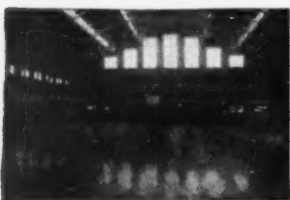
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IF there is a weakness in the rules it doesn't take long for a coach to find it. We were impressed with this fact once again at the recent football interpretation meeting and demonstration game in New York which was attended by some 3,000 coaches and officials. When the new rule concerning substitutes came up for discussion it seemed that every man in the assembly was aware of the loophole in the rule which allows a coach, who removes a player from the game just as the first quarter ends, to put him back in the game just before the second quarter begins.

In fact, Mr. Walter Okeson, the football authority who presided over the meeting, could find no legal grounds which would prevent the coach from removing all eleven men, talking to them, and quickly sending them back into the game before the brief intermission was up. Mr. Okeson pointed out that the coach would have to act and talk pretty fast, because the change in goals is supposed to be made in one minute.

We know coaches who can say a whole lot in one minute, and Mr. Okeson probably knows some with similar ability, because he soon saw that the limitation of time to one minute was not in itself enough to discourage a coach from breaking the spirit of this new rule. Mr. Okeson then took the position that the coaches, realizing that the *spirit* of the rule allowed for no quick re-substitutions of this kind, would certainly not take advantage of the rule. It was this remark which struck the coaches as being funny, and there was a round of good, hearty laughter over it. An idealist is Mr. Okeson at heart; and a gentleman and sportsman of the first water.

We ourselves may be guilty of naiveté in believing that of the 3,000 football experts present at that meeting, 2,450 or thereabouts were also idealists at heart. What made them laugh at Mr. Okeson's innocent expression was their thought of the percentage of coaches who had no heart. So, the coaches decided that it would be better to have the matter settled in black and white, and now the rule, as far as the East is concerned, does not allow a player who has been removed during the intermission between the first and second periods, or the third and fourth periods, to return to the game until after

the first play of the succeeding period.

It is going to be interesting to watch the new rules in operation, and we believe that the support afforded them by coaches will be solid and sincere. The test is not in pre-season talk, but in the games that are now being played.

### *A Palpable Flight*

THE question as to what constitutes a flying block and flying tackle came up, as was expected, and it fell to the lot of Dr. Marvin Stevens, Yale coach, to lead this discussion. It was decided to accept the interpretation of S. S. Willaman, Ohio State coach, who in a demonstration at Columbus established to everybody's satisfaction a flying block (and tackle) as one in which the blocker (or tackler) left his feet from a point more than an arm's length away from the opponent to be blocked (or tackled).

Mr. Willaman had two of his players in uniform on the stage where the demonstration took place, and he had one stand still on a line which was marked on the floor. There was another line marked an arm's length (approximately 32 inches) away, and from this second line the tackler and blocker took off. It looked quite legal, and had every appearance of being a "contact" tackle. Mr. Willaman then drew a third line on the floor, this one only fifteen inches farther away from the object-player than the arm's length line. Now the tackler and blocker ran and launched himself at the would-be opponent from this farther line, and despite the fact that it was only fifteen inches distant from the arm's length line, the tackling and blocking done from it was most palpable of the flying variety.

The new rule declaring the ball dead as soon as any part of the ball-carrier's body except his hands or feet touches the ground will require quick whistle-work on the part of the referee, if it is to fulfill its purpose. The rule clearly indicates that the ball is dead the instant the ball-carrier drops, as for example, to his knee; but unless the referee sounds his whistle instantly

it is going to seem unfair to exact a penalty from the team whose tacklers, hot on the trail of the ball-carrier, piled on top of him after he had slipped to his knee, if no instantaneous whistle was blown.

It was pointed out by H. O. Crisler, the new Princeton coach, that quarterbacks and others who have been in the habit of dropping to one knee in pivoting to make low, concealed passes to other backs, will have to overcome this habit or else suffer the humiliation of having the whistle stop one of their beautifully involved plays. Mr. Crisler also called to our attention the futility this year of the fake field-goal play in which the ball-holder, kneeling, receives the ball from the center and proceeds to pass it to another back. This ruse now has some of the realism taken out of it. Let the quarterback kneel all he wants to if the pass, on this fake, goes direct to a back on his feet.

### *Nicest Olympic Story*

YES, the Los Angeles Olympics will live a long time in memory, and afford many a fireside tale for generations to come. The nicest story we have heard about the Games came to our attention through the kindness of *The Sportsman*, which is a swanky magazine costing fifty cents a copy. If you were present at the Games you will recall the official starter, the big German fellow who wore a linen duster and a yachting cap, and looked very formidable indeed. He had very few false starts and not one start in which any runner beat

the gun. In the final of the 400-meters relay, one of the sprinters had made his second false start, and a third would not only disqualify him, but his whole team. The crowd saw the big German starter walk up to the boy, and imagined that the big German starter was upbraiding him in no uncertain language. Nothing of the kind. This is what the big German starter said to the boy: "Don't be worried. I won't let any of them start before you."





### False Starters

IF one football team in the United States interests us more than any other it is the Sing Sing Prison team, which played outside teams before paid-admission crowds last year for the first time, through the humanitarian and sociological interest of Lewis E. Lawes, the prison's famed warden. This year the team has a new coach and it will use the Notre Dame system. The coach is none other than John Law, 1929 Notre Dame captain, now an attorney in Yonkers, N. Y., which is not far from Sing Sing.

The game for which Sing Sing points, just as Harvard points for Yale and Southern California for Stanford, is the Port Jervis game. The Port Jervis team consists of representatives of the Port Jervis police department and a few ringers thrown in for speed. Last year the police combination won by the margin of a touchdown.

Coach Law's comment on his new team may interest you:

"A lot of the prison boys never played before, but that doesn't make much difference. If you can put eleven willing men on the field you've got a football team. I started them out two weeks ago with a drill in tackling, blocking, kicking and passing, and they're beginning to round into shape. Alabama Pitts, the captain, is a good boy. In fact, the whole backfield is good, averaging around 160 pounds, and they are fast."

### Men in the Making

THE injustice unwitting adults often do a boy by pressing him to make a decision which he might not have made had he been allowed free choice is the motif of John T. McGovern's inspirational book, "Your Son and Mine," which the Frederick A. Stokes Co. (New York, \$2) publishes. Mr. McGovern, who will be recalled as the co-author of the Carnegie Foundation's "Bulletin No. 23" on football conditions, has taken the lives of a number of boys and woven them into separate stories of great beauty and warmth. These are real boys in a real world; their personalities are brought to life by the genuineness of Mr. McGovern's under-

standing of the boy nature. He has been around considerably where boys congregate—on sandlots, boys' clubs, schools, churches—and his observation and insight have given him a treasure of material which he has made available to us in his book. It is something rare to have this philosophical type of thing presented so conveniently. Here is the destiny that guides a boy, that probes the depths of the "why," and leaves you with a fresh feeling of reward for being in the kind of work that influences the human pattern so directly.



### Drawing on This Page

MR. MORT LEARY, athletic director and coach at Aquinas Institute, Rochester, N. Y., drew the illustration on this page. When football gets into art it is not usually with such allegiance to the technique of the game as Mr. Leary reveals in this study of a defensive tackle being tipped over. We have been promised more surprises by this artist-coach, and we will pass them on to you with pleasure.

### Permanent Wave

WHAT always impresses the newcomer who sees a girls' basketball game for the first time is the waving of arms which follows the ball all over the place. Like a gust of wind, the ball sets in motion these windmills, and for the imaginative, creates an exceedingly picturesque scene, and a unique one.

Well, when we read the new girls' basketball rules the other day we feared for a moment that the windmills had been taken out of the game. But they are still there. The girls' rules have been changed no less radically than the boys' for the 1932-1933 season, and special alterations have been made on the guarding rule which

is the legal background of the windmills. Miss Alice Frymir, whose counsel we always seek on matters of this kind, predicts that the important changes will make for a faster, cleaner-cut game. Miss Frymir says:

"The vertical plane guarding has at last been discarded and in its place is to be found a rule which allows guarding in any plane as long as no contact with the opponent's person, or with the ball in possession of the opponent, results."

So, after all, only a little of the geometry has been removed from our favorite situation. Unlike the boys' game, the girls' game still does not allow the defensive player to touch the ball while it is "held legally by an opponent."

It was to our advantage to have Miss Frymir continue her discussion of the new girls' rules, and her comment dwelt on the other important changes, including the elimination of the one-point field goal:

"All field goals now have a two-

point value. The one-point score for the overhead shots, either one- or two-hand, and the shot-put throw came into being because of the impossibility to guard them under the old guarding rules. The one-point shot was a bugbear to the officials as it was frequently difficult to judge where the movement was started for the shot. The guard should be able, under the present guarding rules, to check many a shot for goal and so equalize to a greater degree the two phases of the game. But her safest play is to intercept the ball before it reaches the hands of the forward.

"The center circle radius has been increased from two to three feet which allows more room for the crouch previous to the jump.

"Starting the game with either the 'center toss' or 'center throw' is now official. In the center throw play the referee shall hand or throw the ball to center entitled to it, and shall sound her whistle as soon as she is certain the ball is securely held by center. The center may pivot before throwing ball provided both feet remain within the circle. Following center-throw whistle two completed passes are required before a forward may shoot for goal."

# THE PLAY OF THE CENTER ON OFFENSE

By LEN WATTERS

*Mr. Watters is football coach at White Plains, N. Y., High School.*

If, on a football squad, the coach is blessed with a good center, two good tackles and a quarterback, his most important worries are at an end and that team, equipped with such a quartet, has many possibilities.

Of utmost importance is the center position. The center starts every play and the team's offense revolves on him. The pace he sets governs the speed of the team, and on teams using a shift offensive his passing of the ball governs his team's rhythm.

In selecting a candidate for the center position, I favor a boy who is well equipped mentally in order that he may carry the signal system used. He must have some natural passing ability, a sense of rhythm and a "feel" of distance for the various types of passes used in offense. He must be one of the most aggressive members of the squad and also show qualities of leadership. He is made guardian of the ball.

He may be short and heavily set, or the rangy, loose type. The latter is probably a bit favored because of his value on forward pass defense. A basketball player, if qualified in other respects, is a distinct asset because of his ability to handle a ball.

## THE SPIRAL PASS

A center with large hands has an advantage in passing, but large hands are not absolutely necessary. The forward hand is used to grip the ball and the fingers should be spread with the thumb on the top. The rear hand is used merely as a guide, and keeping the thumb of the rear hand in line



with the forward thumb tends to lessen a wobble. Often, when centers are experiencing difficulty in obtaining a true spiral, by moving the rear hand forward a trifle the trouble is corrected.

In cases where passes are coming back too high the center is in all probability retaining the ball too long and striking the thighs with the forearm.

The reverse is true on low passes. Work to acquire the medium.

Often in searching for a center, a fullback who is not quite fast enough to fit into the offensive scheme as a regular will make an excellent center, and also prove to be your most powerful defensive man. Due to his backfield play, in most instances, he will be a potent weapon in sizing up plays; particularly is this true on pass defense.

In starting a center who has had no instruction or experience in the position, let him take his own position over the ball and then gradually adjust his stance, stressing that the feet be well spread, the toe of the rear foot in line with the forward heel, tail low and head up. The knees, of course, must be well spread to allow unobstructed use of the arms in making the pass.

Group work with centers is excellent daily practice. Have one center pass to another alternating the long and short passes used, developing in this manner his sense of distance, speed and rhythm. Add then to the two in a group, two more men, one in front of each center so that he may pass and charge the defensive man, practicing the various types of blocks he is called upon to use. This group work interests centers and is invaluable as it perfects both the passing and the charge. Particularly is this of value with green centers if one or more experienced centers are in the group. They are capable of making corrections and also serve as patterns.

Of course the center's first and most important job is to make the pass, but with this his duties are only begun. It is not only unnecessary to watch the ball after the pass is made, but folly. For if a bad pass is made the damage is done and the backs can cover same. Consequently, our centers are coached to play with the head up and by daily practice pass by only the feel. In doing this it enables the center to concentrate on his charge. By watching the feet of the defensive man he is assigned to cover on a particular play, he gets a picture of where to expect him to be.

A number of types of blocks are used by centers. At White Plains we use three distinct types:

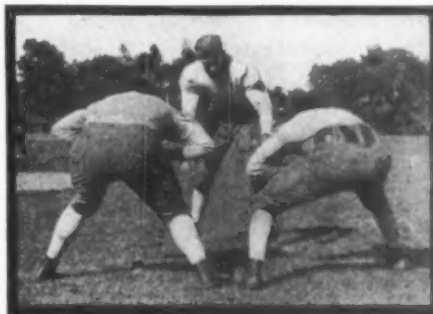
(1) High back block or long body block. This block is used in plays where the guard pulls out to get into the interference. The center charges diagonally in the direction of the vacated guard position. The center pivots on the foot that is nearest the guard hole and takes a short, fast step with the other leg, dropping both hands to



HIGH BACK BLOCK

the ground and keeping the tail high, covering with his body as much distance as possible. With the four points on the ground, that is both hands and feet, the shock of the defensive man attempting to advance through the guard opening is lessened considerably.

(2) Shoulder to shoulder charge. This type of block is used when opening the hole between defensive center



SHOULDER TO SHOULDER, 1st STEP

and guard, and the center works with one of the men on either side of him, depending on the hole to be opened and the relative position of the defensive men. In this we stress an angle charge for so many centers, in a straight charge, will lunge too fast and too straight and overshoot their



SHOULDER TO SHOULDER, 2d STEP

opponent. The guard and center working together charge shoulder to shoulder, stepping in their initial step with

(Concluded on page 25)



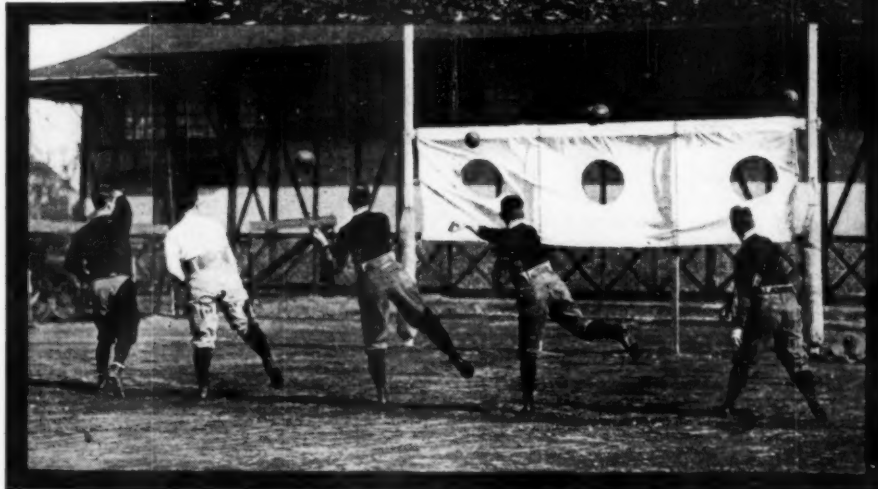
## INTRA-MURAL SUGGESTION

By JACK LIPPERT

**W**E are in a suggesting mood this month with a number of ideas that came to us on photographs, which we are publishing herewith, and which speak for themselves. However, the desire to say something about them is very strong in us, and moreover, and what is fundamental, there is this space to be filled.

The upper picture suggests a tournament which you, or your intra-mural director, might conduct for all the fellows in school. Do it by age groups or classes. And then, to top it off, have a round-robin tournament among the winners of the several groups. Since stamina and endurance are not involved in this form of competition, it will be all right by the medical department to allow the skinny little sophomore to compete with (or against—this always confuses us) the 182-pound fourth-string tackle from the big football squad.

You will find that the boys will wax very enthusiastic about a tournament of this kind, because most boys we know like to do, in particular, three things with a football, namely: They like to kick it; they like to forward-pass it; and they like to "center" it. You know this as well as we do. You also know that they are keen to put "spiral" on their kicks and their passes. You do a splendid piece of creative work every time you show some green, admiring youngster how to pass and punt correctly.



## THE MOTHER OF INVENTION

By MARY PARADIS

*Miss Paradis is a member of the physical education staff at Mackenzie High School, Detroit, Mich.*

### Warm weather suggestion



weights. This is a reversal of the usual procedure.

The head gear, despite its lightness, is said to be safe, because it is generously padded with foamed rubber.

The new University of Oklahoma football uniform weighs 7 1/4 pounds, which is just a little more than half of what the Oklahoma uniform weighed last year. L. W. Hardage, the coach, designed it. Coach Hardage's strategy is this: his team will practice in their old heavy uniforms and play their games in their light-

**ONE** of the most useful, satisfying and enjoyable extra-curricular organizations in our school is the Entertainers' Club. We organized the club over a year ago as a result of a very definite need existing in our school program. Every few days the physical education department received requests for entertainment from various sources; I believe every physical education department experiences the same thing.

In our school there is a record period of fifteen minutes duration every morning for all students. At this time the pupils report to their homerooms where all clerical routine concerning attendance, announcements, and other things of this nature are taken care of. These details take only a few minutes so the homeroom teacher is responsible for organizing interesting programs to fill in the time as well as to make this period a pleasant as well as necessary part of the student's life.

The homeroom teacher desires something new in her programs. The party

sponsors want entertainment to enliven their parties. Other requests came for special holiday programs. The music teacher and the dramatic teacher were called upon with similar requests, so we decided to get together and organize our efforts. Out of this need, felt by the three departments, developed our Entertainers' Club.

We began by discussing with students who had been active in our entertainments. Their interested response was immediate. They felt the need as much as we did, and in turn discussed it with fellow students. After a few days a surprisingly keen interest had developed in the new venture. It took on the proportions of a mass meeting. At this meeting we proposed our plans, had students offer suggestions and announced that in two weeks we would hold a formal tryout. Each aspiring member was to produce some form of entertaining skit: song, dance, recitation or anything she or he could do. The judges were selected from the faculty.

Because of the large number who signed up for the tryouts it was necessary to give two afternoons to this.



# NEW DEFENSIVE TACTICS IN BASKETBALL

By J. CRAIG RUBY

MR. RUBY POINTS OUT THE FOUR MAJOR PLANS FOR COMBATING THE NEW ATTACK

**W**HEN the Joint Basketball Rules Committee adopted the "ten second advance" recommendation of the National Association of Basketball Coaches, it made the most drastic change in the basketball rules of the past decade.

This new rule, in brief, requires the offensive team to advance the ball over a new center line (drawn through the center circle parallel to the end line) within ten seconds after the team gains possession of the ball. Once the ball is advanced over this center line the offensive team cannot pass back over the line except under four conditions: (1) after a shot at the basket; (2) after a jump ball; (3) after an out-of-bounds award; and (4) after losing and regaining the ball. The penalty for the violation of any part of this rule is the loss of the ball at the nearest out-of-bounds position.

In other words, the rules require the offensive team to take the ball to their front field quickly and then force them to play in only the front half of the court. Obviously, the objective is to prevent stalling and to speed up the game.

If one who is considering this rule visualizes basketball offensives in terms of the new rule and, at the same time, pictures basketball defenses in terms of the old rules, it would appear that the game would not be speeded up to any great extent. But one must realize that if the rules cause the offense to change, then, it must follow that the best defensive tactics must also change. It is the purpose here to point out the major possible defensive practices which may be em-

ployed by basketball teams during the coming season with this "ten second advance" rule in force. These defensive tactics may be classified as four possibilities.

**POSSIBILITY NUMBER ONE**—A man-to-man spread defense may be used. In this defense the coach assigns each of his players to guard a particular opponent and instruct each player to follow his man to any point on the court when the other team has the ball. For example, Fig. 1 shows the number team in an average position at the time it gets the ball from the defensive backboard. The letter team,

## KEY

- 1 and 2—Offensive Forwards
- 3—Offensive Center
- 4 and 5—Offensive Guards
- A and B—Defensive Forwards
- C—Defensive Center
- D and E—Defensive Guards

in this system, would begin to guard them the moment the number team gets the ball. Fig. 2 shows the number team advancing the ball down the court and indicates the defensive position.

Returning to Fig. 1, defensive players A, B, and C are in position to slow up the advance of Nos. 3, 4, or 5 whichever has gained the ball from the backboard. Nos. 3, 4, or 5 cannot afford to have that advance slowed up lest they lose the ball by the lapse of ten seconds. Accordingly, they are apt to hurry and attempt a pass down the court to Nos. 1 or 2. Haste in handling the ball encourages fumbles and bad passes. If Nos. 3, 4, or 5 fumble in Fig. 1, A, B, and C are in an excellent position to recover the ball and score with little effort because Nos. 3, 4, and 5 are not in good recovery position. If Nos. 3, 4, or 5 attempt a long pass to Nos. 1 or 2, D or E should be alert for an interception.

This spread man-to-man defense is the same as that which has been employed in the past to break up the so-called "stall." But the defense has greater value now because the offensive players have that fear of the elapse of ten seconds. This fear tends to make the offensive players panicky and encourages hasty ball handling which, in turn, makes the game more exciting to the spectators.

Under this new rule the writer believes that practically every close game will end with the team behind in score

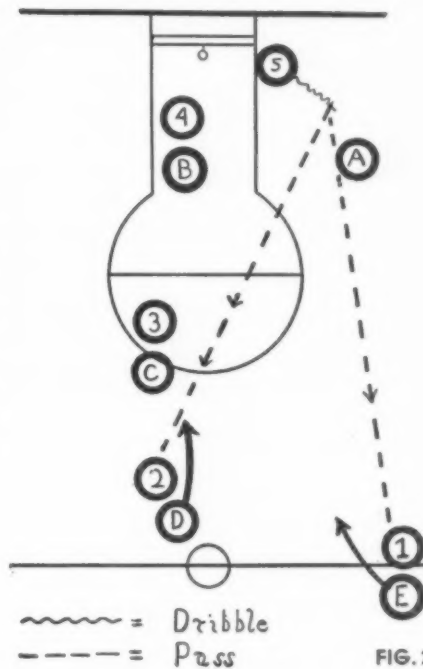


FIG. 2

using this spread defense. Heretofore, the "stall" has been broken up a fair percentage of the time. This year there will be no "stall" on the part of the offensive team but the defensive team can cause the same condition by employing this spread defense. By using this defense, the team behind will have at least twice as good a chance to get the ball and win the game as they had under the old rules when the offensive team could "stall."

This spread defense may not prove to be the most successful to use for a whole game because ten seconds gives the offensive team ample time to advance the ball. However, this defensive plan will disorganize completely an opponent who has only a slow break attack. The only way for the offensive team to combat this defense is with a well organized fast break.

**POSSIBILITY NUMBER TWO**—A retreated assigned man-to-man defense may be employed in such a way as to take advantage of the "no backward pass" phase of the "ten second" rule. Fig. 3 (see page 20) shows the defense retreated and the offensive team in an average slow break position with No. 4 advancing the ball over the center line within the required ten seconds.

In this defense A and B do not attempt to slow up the advance of Nos. 4 and 5. With No. 4 advancing as indicated, B takes up a position about eight or ten feet back of the center line. As soon as No. 4 gets over that line, B should attack him in such a way as to get No. 4 to terminate his

(Concluded on page 20)

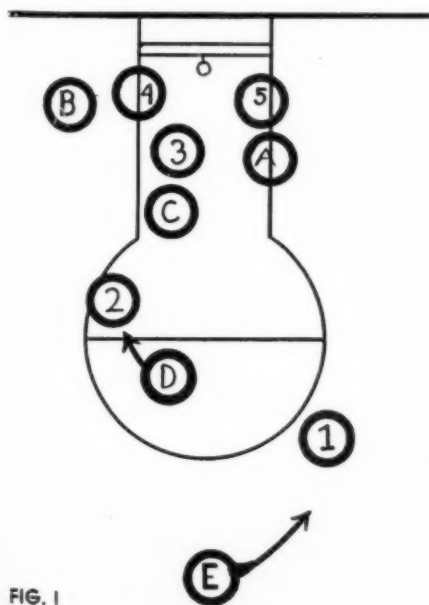


FIG. 1

# THE GIRL IN ATHLETICS

*Miss Alice W. Frymir herewith reports on the Los Angeles meeting of the Women's Division of the National Amateur Athletic Federation.*

**D**URING the month of August the newspapers carried an item almost daily telling of women surpassing national and international records in track and field events, in swimming, in endurance and speed flights in airplanes, and of championships in tennis, golf and sailboating. Just previous to this record-smashing period, during July 21-23 at Los Angeles, there gathered a group of men and women from the fields of education, physical education and industrial recreation, to attend the annual meeting of the Women's Division of the National Amateur Athletic Federation. Among those attending the meeting were Mrs. Siichi Kischi and Mr. Soichi Saito of Japan, Mr. and Mrs. G. D. Sandhi of India and Miss Emily Case of Gingling College, China, lending it an international aspect.

The main theme of the discussions may be sensed from the following speeches on the agenda: "The Modern Girl and Sports" by Dr. Rufus von Kleinschmid of the University of Southern California; "The Underlying Principles of Athletics for Girls and Women" by Mabel Lee, University of Nebraska; "Gladiators and Human Beings" by Mr. Lyman Bryson, Director of the California Association for Adult Education.

The essence of the prevailing thought and action of the meeting is summed up in a few of the principles which must be followed in our athletic program for girls, as presented by Miss Lee:

To play sports which will reach all types of girls.

To follow girls' rules.

To encourage the use of costumes which, while giving ample freedom, will not be extreme and conspicuous.

To have no thought for gate receipts.

To insist on physical examinations.

Not to enter contests unless conditions are favorable to the best interests of the player.

To promote activities of skill and neuro-muscular control rather than those involving speed, great endurance and great strength.

Never to subject a girl to extreme fatigue, either physical or emotional.

To avoid specialization by not emphasizing championships.

To avoid exploitation and publicity.

To have the right adult leadership.

To keep the competition within the school or organization.

Grace Jones, Supervisor of Physical Education, Public Schools, Summit, N. J., presented the secondary school level as follows:

1. Programs for junior and senior high schools should be adapted for this age, not based on college programs.

2. The teacher should provide rich, varied programs, not teach only the activities she personally enjoys.

3. Class-room teachers are needed in the small schools who have had adequate training for teaching physical education.



*Ewing Galloway photo.*

4. Programs should be based on results of physical examinations. Restricted gymnastics needed for the physically weak.

5. Colleges were urged to continue splendid policy of intramural sports because of fine example to high school girls who might easily find highly intense interschool competition detrimental.

6. Our task is to make the girl athletic-minded and to adopt programs

which are to the best interest of the girl herself.

Dr. Ruth Elliot, of Wellesley College, presented the summary of the college and university level:

1. It is impressive to see the interdependence of all groups represented here and realize that all have like ideals and goals.

2. It is the responsibility of the college and university to develop in faculty and student alike an enthusiasm for participation in athletics and a desire to stimulate like participation on part of those in their home communities.

3. We must keep before the normal school students the ideals and standards of this Federation and create among them an understanding of the problems of the various age levels.

4. The emphasis in our program must be on the individual girl. We have better equipment and opportunity than ever before. Need to consider physically handicapped and restricted girl as well as normal girl. We must meet needs and interests of small group of girls with high motor ability. Need better method of classifying students and need to provide classes adapted to meet their levels of achievement. Students show decided preference for individual sports.

5. It is unfortunate where only a few students are required to provide student leadership. Other students than physical education majors should be trained as games officials. Need leadership of all college women to develop right type of athletics in communities.

6. A problem confronts groups holding play days. Is it necessary to include games such as basketball and hockey which require a high degree of team skill or will objective of sociability and pleasure be more easily achieved by using other sports such as individual sports?

7. The Athletic Conference of American College Women has achieved great things. This organization supported the high ideals of N.A.A.F. platform for six years before the Federation was organized. We trust the A.C.A.C.W. will again endorse this platform at their next annual meeting at the University of Texas.

8. As president of the National Association of Directors of Physical Education for College Women, I am proud to tell you that this group reaffirmed their support of the platform of the Women's Division, N.A.A.F. during their annual meeting at Mills College.



# DEFENSIVE LINE PLAY

By BERNARD F. OAKES

Mr. Oakes is football coach of the University of Montana and author of the recently published "Football Line Play." The photographs on the next page are from the book, and are used by permission of the publishers, A. S. Barnes & Co.

THE play of the line on defense is fundamentally more natural than offensive blocking, but can be greatly improved by coaching. As a rule, however, the defensive systems or plans are more difficult to design for the average coach than the offensive attack. Defense is less definite than the offense for we never know just what our opponents may do. It must, therefore, be more flexible. It may be necessary to change the general defensive line plan considerably from game to game but, as a rule, the offensive attack is changed very little.

The stance or position of the individual linemen is very important. Positions may vary with the style of attack of various opponents, with the number of the down and remaining yards to go, and with other tactical situations during a game. The different physiques of players will, of course, also govern stance or position to a certain extent. The stance should not forewarn an opponent what a player intends to do, how he will use his hands, or how he will charge. It should be adapted to the use of various stunts even if the player occasionally changes his stance, as he should. Either hand should be in a position to be used even if one is on the ground. The player need not be so concerned about losing his balance and falling forward as an offense, because he can use his hands on his opponent to brace himself and help maintain his balance during his charge. In order to get a hard, fast start he can, therefore, have much of his weight forward. In some few instances dependent upon the tactical situation during the game, linemen should not charge forward aggressively, and they may even drop back of the line of scrimmage. But in general, the defensive line from end to end must depend upon a quick, hard, forward charge. Such charging by the defensive line will rush the opponents' play. Each individual lineman must assume that the play is directed at his zone.

The three middle defensive men—the guards and center—should take a stance just as low as that of the opponents in front of them. It is possible to play the three middle men in a high



crouched position similar to the usual stance of the defensive tackle. This stance can be used out in the field, but when the opponents approach scoring territory, the three middle men drop to a low position with one or both hands on the ground. Playing the three middle men in a high position is probably the ideal method, but its success depends upon having exceptional men for these positions. The fundamental stance, and the one which the three middle men must use when defending their own goal line, is a low one, with one or both hands on the ground. The defensive tackle will usually take a high crouched position, but it is often best for him to get low with one hand on the ground and his weight well forward, particularly when opponents are rushing him with straight, powerful smashes. When the end is playing a smashing game or when going in close to his tackle to rush kicks, it is best for him to take a low stance with a hand on the ground and his weight well forward to aid him in starting. Otherwise, the end, as a rule, should take a high semi-crouched position.

AGAINST any running attack the three middle men work best when using similar positions and the coach should work for uniformity in positions along the defensive line. Weak spots will develop if too much is allowed for individual play. Some players can work best on defense from a very low starting position with both hands on the ground while others will use a high semi-crouched position to advantage. There are exceptions to every rule. The starting position may vary advantageously according to the physical

build of a player, the defensive stunts which he can use best, and his quickness and agility.

In the stance either foot may be back. There is no particular advantage, in my opinion, in having the outside foot (that foot farthest from the ball) back. Regardless of the fact that the rear foot usually comes forward first in starting the defensive charge, it does not necessarily mean that on getting contact with an opponent that foot will then be forward. A short step may be taken with the rear foot and both feet will then be on a line when contact is made. Nor should a defensive lineman keep one foot stationary long enough for an opponent to get a blocking advantage on him. Quick steps must be taken with both feet to work against an opponent's charge. The first step may be a long one or a short one and the second step a short one or a long one. Only after sizing up his opponent and particularly after having had contact with him a few times will a defensive player consciously, and sometimes unconsciously, decide on which foot to step with first.

The first step is important in getting a quick start. The following action of rapid, shifting, digging steps is most important in controlling or avoiding the opponent's charge and working toward the play. It must be a tensed, convulsive, all-powerful action on the part of the guards to gain control of their zones. For the ends, after starting quickly across the line of scrimmage, this second movement is a forward, shifting, jockeying action if the play is directed their way. A defensive player's ability depends upon the result of this second movement and the determination put into it. Because the





STANCE 1



STANCE 2



STANCE 3



STANCE 4



STANCE 5

S  
T  
A  
N  
C  
E  
6



STANCE 1, AN ALL-AROUND STANCE;  
STANCE 2 HAS LESS DRIVING POWER;  
STANCE 3, HARD, LOW, QUICK,  
POWERFUL; STANCE 4, DEFENSIVE  
TACKLES GENERALLY; STANCE 5  
AVOIDS BLOCKS; STANCE 6 HAS ITS  
LIMITATIONS, FOR ENDS ONLY.

## Stances for the defense

defensive lineman must be concerned mainly with starting on his first step his stance should be similar to that of a sprinter's, with one foot well back. And because his charge is usually straight ahead, although the power of the charge may be directed laterally, his feet need not be spread as far sideways as on offense. The player should get contact with his opponent just as the first step is completed and as the second step is started. His second movement, however, may be a lateral step resulting in a wide, side-ward spread of his feet to work against a flanking charge from his opponent. He must anticipate a charge from either side or in front and be able to recover quickly, shifting and digging with his feet to counteract the blocking efforts of his opponents.

**F**ROM end to end the linemen should be well trained in the use of their hands to protect themselves from blocks. It is just as important that an end use his hands and arms expertly as it is for a guard to do so. The five center men, from tackle to tackle, who get contact with their opponents quickly must hold one or both hands in a position to be used quickly and effectively. *In general, it is best to ward off an opponent by pushing at an upward or sideward slant than downward with the hands.* And so the middle linemen should hold their hands in a fairly low position. Starting the blow (shove) from only a short distance will make an effective jab, and the players' hands should be held close to their own line of scrimmage. Nor should the arms be swinging. In using one hand more power can be put into the action if the foot on the same side as the hitting hand is back and is moved forward with the hand. Such action is used by a boxer when he steps in to hit. But to use one stance a lineman must remember that he must vary his stunts and be able to use either hand or both hands at once.

The defensive lineman should be relaxed in his position. He may tense himself for a quick, powerful start just the instant before the ball will be snapped if he is clever enough to detect that from the opponent's mannerisms. Players should not take a strained, tense position the full time between downs. It is wasted energy. A cool, timely relaxed and timely, tensed player, determined to stop the opponents will usually do it and last through the entire game.

It is possible for a player to set his

nerve tracts for quick action and a quick start by deciding on some particular action or stunt and thinking of it. He should decide on what particular stunt he will use before the opposing team is ready to start. His judgment should be based on various psychological conclusions, arrived at from such thinking as—"Should this stunt work best this time if my opponent attempts to avoid the one I previously used?"—"Am I playing safe and using the logical stunt I should for the down and distance the opponents have to go?"—"I must stop them this time, so what have I used to best advantage thus far in doing it?" These thoughts will go through a smart, experienced player's mind and he may form his conclusion in an instant.

Stance 1 is well adapted to the average guard and center. The player should be as low as his opponent. The weight is well forward and the upper hand in a good position to ward off his opponents. The lower hand may also be raised quickly for an upward or side-ward blow. The player's body and particularly both arms and his head are as near the line of scrimmage as possible; in fact, his head and both hands are on his line of scrimmage. A defensive player should play as close to the ball as possible. Other points to be observed are that the back is straight and the head up with the eyes watching the ball. The hips are low and the legs coiled under the body in almost a sprinter's starting position. One foot is slightly behind the other and in position to drive ahead quickly. The player is on his toes and they are dug into the ground and *pointing straight ahead*. By bending at the knees and at the elbow of the lower arm the player can, from this position, vary his height advantageously and to considerable extent to suit the type of defensive stunt he intends to use.

This position (Stance 1) is suitable to guards and centers when playing in any zone on the field. Tackles, also, should be able to start from this position. They can often work best with a low stance when meeting quick, powerful smashes and particularly on defense at the goal line. When required to play a smashing game, or when rushing kicks and passes, the end can use this low position to get a fast, quick start. Every player of the defensive line from end to end can use this stance to advantage.

Stance 2 may also be used by the guards and center.

Neither hand is on the ground, but both are in a good position to be used effectively on the opponent. The feet are spread sideways more than in Stance 1. This position lacks the driving power of Stance 1, but the player is in a better position to shift sideways. Large, husky men can use this position effectively, and centers playing a loose game and attempting to cover much territory can also use it to advantage. This position is especially adaptable to the three middle men when playing a sliding or drifting game along the line of scrimmage as taught by some coaches. In using this style of defensive line play the player checks his opponent with his hands and then drifts sideward to the point of attack.

**S**TANCE 3 may occasionally be used by the three middle men against a very low offensive line or a powerful rushing attack. The player's weight is more forward than in Stance 1 or 2, and is supported by both hands, which are on the ground. The feet are well spread sideways and almost on a line parallel with the line of scrimmage, and the knees are almost touching the ground. From this stance the player can get a very hard, low, quick and powerful start, and unless he dives under, is probably in a position most difficult for the opponents to drive him back or to one side. The use of the player's hands, however, is limited. This stance is cramped and tiring, but under certain conditions can be used very effectively. When used too much the player often "buries himself" or is smothered by the opponent's charge, and is useless at covering much territory and quickly shifting to the point of attack.

Stance 4 is generally used by the defensive tackles. Guards and centers using the high standing type of play also use this stance. The player's hands are in a good position to be used effectively and he is ready to start quickly. His weight is well forward, his hips low and his back straight. The rear foot is well behind the forward foot and the sideward spread is not as great as in Stance 2. The player's head is up and his eyes are watching the ball. The weight may be evenly distributed on both feet or more weight put on one foot than on the other. In order to start more quickly, the player may, unnoticed by his opponent, shift his weight from the foot he intends to step with first. When flanked by an opposing lineman or back, the player



can turn his body and face to such an opponent without necessarily charging in that direction. He can then protect himself by driving his hands toward this opponent as he charges straight across the line of scrimmage.

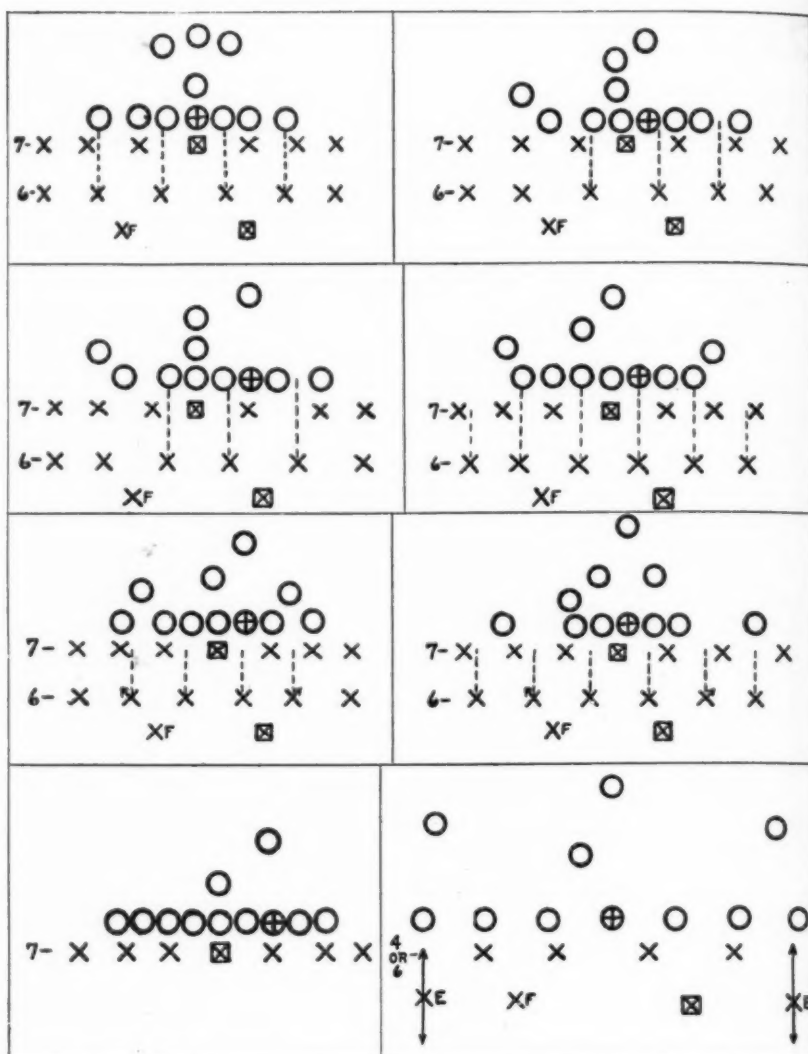
This high crouched position is well adapted to shifting laterally to meet an offensive shift. The player can detect the start of an opponent's shift and should be able to meet it quickly.

**STANCE 5** is a more upright stance which may be used by both the defensive tackle and end. Because the player is high he is in a good position to feint, dodge, and avoid blocks, and he can also quickly see the start and development of the opponents' plays. Only experienced tackles should be allowed to use this high stance, but it does allow for a more versatile although less smashing type of game. This stance is well adapted to the versatile play required of the end. From it he can easily shift laterally, drop back or charge quickly straight ahead or in at an angle.

Players using this stance often make the mistake of not dipping lower as they cross the line of scrimmage to meet the core of the play. When the play is directed his way the tackle particularly should dip lower, spread his feet and drive into the runner or interference. The high stance is too often maintained after the tackle or end breaks through, and the result is a high, useless pawing at the interference in an attempt to reach the runner. This high stance may also be used occasionally by the three middle men to block kicks and for a few other special defensive stunts.

Stance 6 is suitable only to the play of the defensive end when he is against open formations or when expecting to drop back often on pass defense. It should only be used from the player's own 40-yard line on into the opponents' territory, and would be impracticable within the player's own 30-yard line. When coming in on running plays the end must lower his body. The high upright stance is just as well adapted to the light, fast, shifty end as the heavy, powerful type of end—if not more so. This stance is more suitable to shifting, feinting and dodging than a low cramped stance, and probably more suitable, therefore, to the light, agile type of end.

The defensive player should attempt to take the initiative and beat his opponents to the start, the same as the offensive player. It is easy to under-



<sup>1</sup>SEVEN- AND SIX-MAN LINE POSSIBILITIES

stand that he cannot do this by directing his vision to one or more of his opponents and following their movement. He must direct his vision to the ball. It is impossible to beat this system of starting with legal offensive play. The importance of watching the ball decreases from the middle defensive positions on out to the flanks—to the ends' positions. It is important that the three middle men get a very quick start because they are near the

quickest possible point of the opponents' attack. As a rule, the strong-side defensive tackle must also start quickly. The weak-side tackle or end may not be required to start fast depending upon the opponents' offense and the defensive plan. Because the defensive ends are farthest removed from the quickest point of attack it is not so important that they charge fast, unless they are to play a smashing type of game.

#### FOUR DISTINCT DEFENSIVE PLANS

**T**HERE are four distinct types of defensive line plans. A coach should adhere to one plan and vary from it as little as possible. Each plan has its strong points and its weaknesses. Throughout a playing season the defensive line may be required to use principles of all four plans to meet the various offenses of opponents.

The Converging Defense is so named because all of the players converge toward a point where the deepest of-

fensive back is stationed. The initial charge of the middle linemen is straight ahead and on, breaking through the opponents' line. The ball-carrier is the objective regardless of any zones the individual players might cover. The tackles and ends play a smashing game and if they are not able to reach the ball-carrier they are required to drive into and take down the interference. The plan is likely to be weak against any deceptive attack, particularly reverses and fake plays. The

(Concluded on page 22)

<sup>1</sup>From Mr. Oakes' book "Football Line Play," A. S. Barnes & Co., publishers.



# DIET FOR A FOOTBALL PLAYER

By DR. WILLIAM I. FISHBEIN  
and DR. MORRIS FISHBEIN, Editor of *Hygeia*

**A**T any football game the stands are full of people who can tell the coach exactly how the team should be directed in order to win the game. Even more people feel themselves capable of giving advice on diet. Such advice has about the same value as that which they can give the football coach. They are influenced by what they have heard and not by any scientific knowledge of the problem.

Unfortunately many athletes are dependent on such sources, if not worse ones, for advice concerning the foods they eat during the training season. Little that is scientific has been said about proper diet for the athlete. What has been said is apparently seldom accurate.

The football player must establish certain food habits as a part of the training program. If his food habits have been good it will not be necessary to alter them to any great degree. If, before the beginning of the football season, he has been eating an unbalanced diet and should continue this same type of diet throughout the training season, a greater expenditure of energy demanded by the football practice will only hasten the breakdown that has already been started.

The best diet for the man in training, says D. C. Parmenter, is that which most closely resembles good, wholesome home food. The training table diet should furnish enough calories and proper balance of fats, carbohydrates and proteins. Incidentally, we add, it should also make provision for the necessary vitamins and minerals.

There are certain restrictions on what may be eaten by the football player to supply these food essentials. Some of the restrictions accepted by custom are foolish. In a recent book, "Training, Conditioning and Care of Injuries," by Rockne and Meanwell, this fact has been stressed by Meanwell, but while he ridicules many of

the beliefs held by athletes, he opens himself to criticism by making statements about foods which cannot be substantiated by any good evidence. For example, he rightly ridicules the idea that "milk cuts the wind, butter puts fat on the stomach, fried foods do not digest, and vinegar thins the blood." And then,

he bravely bursts forth that bananas should be avoided on the day of a game because they digest poorly. Possibly he refers to green bananas, for ripe ones are digested almost as easily as any other food. Then he encourages the elimination of food

frills on the game days, encouraging them on the other days. He says the athlete may have a "cottony" feeling in his mouth after drinking milk because of the alkalinity of the milk. On the day of the game he advises avoiding fried foods. Then he suggests giving such foods as a baked potato with a side dish of peas. Peas are just as difficult to digest as almost any fried food.

Wide variations exist in ideas about diet for the athlete. The football player gets much of his knowledge about what to eat from advertisements. There is just one reason why the diet of the football player, during the training season, should differ a great deal from what he ordinarily eats if the diet he has been using is a well-balanced one. That one reason is the expenditure of more physical energy and the wearing out of tissues as a result of the increased physical exercise.

Proteins are needed for repairing worn-out muscle tissues. Many diets for football players have erred in supplying too much protein. The excess is eliminated through the kidneys as waste material. Experiments have

shown that this excess protein apparently does not produce immediate damage to the kidneys, but what the end result, in later years, of the over-eating of protein food might be has not yet been definitely established. In view of this fact it may be stated that it is needless for the athlete, as well as for anyone else, to eat too much protein food. Protein foods are the most expensive part of the dietary.

The amount of protein needed by any athlete depends on his weight and how strenuously he participates in the game. It is generally agreed that what the football player does during the game is similar to hard manual labor. For a man doing hard, muscular work, about one-half gram of protein is needed for each pound of weight. An average-sized adult football player, weighing about 185 pounds, would need 90 grams of protein a day. A football player needs about 45 percent more protein than does the average individual who is not exercising so strenuously. Whether or not the excess protein is harmful, it certainly is wasteful.

The number of calories in the football player's diet should vary from 3000 to 4500 calories—again, depending on the weight. The same relative proportions of fat, starches and sugars, and proteins needed in the ordinary diet are also advisable for the football player. Fifteen to 20 percent of the caloric needs should be supplied in protein foods, such as milk, meat, fish, eggs, beans and peas; thirty to 35 percent in the form of fats, such



THE SUBJECT OF SOME MISUNDERSTANDING

as cream, butter and oils; fifty percent as carbohydrate foods, such as cereal, bread, fruits, vegetables and various sugars.

Offhand, one would be likely to assert that the football player could eat any food during training season that he finds compatible with health at times. If he has an idiosyncrasy toward some food, if he has found that

(Concluded on page 19)

# ADVERTISING, ELIGIBILITY, AWARDS, ETC.

By WILBUR C. NEFF

MANAGEMENT OF HIGH SCHOOL ATHLETICS  
INVOLVES RESPONSIBILITY IN MANY FIELDS

*Mr. Neff, the principal of the Miamisburg, O., High School, concludes his study with this article. Mr. Neff's findings are based on 200 questionnaires returned by Ohio high schools.*

**S**INCE interscholastic athletics can hardly exist as organized at present without gate receipts, it is necessary that attention be given to the program of advertising which has for its direct purpose the swelling of the income at the gates. The problem of making receipts and expenses balance must be solved largely at the gate, and advertising thus becomes an important factor.

The planning and distributing of advertising material is in charge of the faculty manager in cities and exempted villages. County schools are not very uniform in their practice. Much of the work goes to the coach, with a nearly equal share being given to superintendent, principal or faculty manager. As in the case of many other duties, the athletic board is given little consideration, and it seems that another good assignment for that body has been placed improperly.

Pep meetings are a universal method of advertising among schools, with posters second and newspaper articles a close third. These three methods, along with printed schedules, form the four most often used. However, it is quite apparent from Table I that schools are employing many means of securing advertising and probably bringing in greater revenue.

A number of high schools have been going a step further than advertising the contest: 46.2 per cent of city schools, 33.3 per cent of exempted village schools, and 31.4 per cent of county schools have a definite plan of educating the public as to the objectives of interscholastic athletics. This type of advertising may not bring direct results, but in the long run it will contribute immensely to building

up a healthy athletic spirit, one which will attract patrons to contests where pupils and parents display the desirable type of sportsmanship.

This plan is in charge of the principal in city and exempted village schools that have one, and under the supervision of superintendent or coach in county schools.

There are many problems which arise concerning the players themselves, and the responsibility for the various activities of players must be assigned to some part of the personnel. The matter of assuming responsibility for the conduct of players in games and on practice fields is very important. Players may perform in games in such manner as to bring shame and grief to their school and its patrons.

In all schools the practice is very markedly in favor of the supervision of players by the coach while in a game or on the practice field. All problems which develop out of conduct of players at this time are referred to him, and the name of the school in this respect is his to uphold. His continuous and very close contact with the players makes it very satisfactory for him to assume this responsibility.

The rules of the Ohio High School Athletic Association require that the eligibility of players be checked by teachers and certified by the principal. The rules state further that the teachers shall check on the eligibility of players weekly. In general the results of the questionnaire show that teachers

**TABLE II**  
\*PER CENT OF SCHOOLS HAVING VARIOUS INDIVIDUALS OF THE PERSONNEL RESPONSIBLE FOR DETERMINING THE EXTENT OF FINANCIAL RESPONSIBILITY TO INJURED PLAYERS.

Personnel	Types of High Schools		
	78-City	33-Ex. Village	89-County
Superintendent	3.8	3.	13.4
Principal	17.9	12.1	2.2
Faculty Manager	1.3		
Coach	12.8	12.1	2.2
Athletic director			
Athletic board	21.8	3.	
Doctor	1.3	6.1	2.2
Athletic association			6.7
Not reporting	41.	63.7	73.3

\*This table will not total 100 per cent since some schools have more than one person doing this work.

the player be given a medical examination and the permission of the boy's parent or guardian be obtained on a record card. The responsibility for this physical examination and parent's consent is assigned to various individuals in the three groups of schools.

The responsibility for physical examinations and parents' consents is assigned to the coach in all groups of schools. However, the rules of the association hold the "administrative head of the school" responsible, and it seems that the practice of assigning this work to the coach is actually placing the work in other hands than that of the administrative head.

Schools cannot legally be held responsible for injuries received through athletics if past judicial decisions are considered, yet in many schools this responsibility is still assumed from the financial standpoint. This is also true regardless of the fact that the permit card for parents was designed largely to eliminate this trouble for the school.

City schools are the leaders in this tendency, probably because they are in a financial position to do so, and this may be the principle upon which many schools base their practice. Exempted village schools are evenly divided, while county schools are largely not attempting to assume this responsibility. Ability to do so would seem a just criterion for schools to set up for determining whether or not they will assume this obligation, although this plan is apt to work hardships upon the administration in the county school which is forced to relieve the school of this obligation.

Wherever the practice of assuming this financial obligation is carried on, it becomes necessary to assign the task of determining the amount of the responsibility to some one. (See Table II.) A hard and fast rule cannot

(Continued on page 18)

**TABLE I**  
\*PER CENT OF SCHOOLS HAVING VARIOUS MEANS AND METHODS OF ADVERTISING.

Means and Methods	Types of High Schools		
	78-City	33-Ex. Village	89-County
Pep meetings	93.6	78.7	70.8
Posters	73.1	69.7	66.3
Auto stickers	30.8	21.2	11.2
Printed schedules	65.4	51.5	50.6
Photo screen slides	17.9	21.2	3.4
Special organization	33.3	21.2	
Pre-game parades of band	34.6	39.4	7.9
Window streamers	12.8	12.1	5.6
Sidewalk signs	17.9	18.1	25.8
Newspaper articles	67.9	52.4	58.4

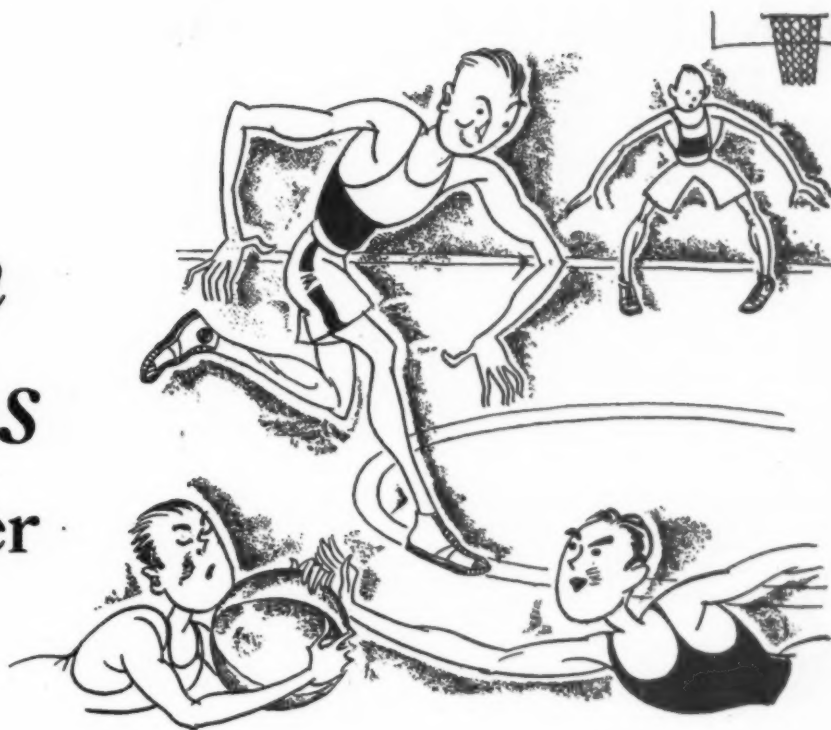
\*This table will not total 100 per cent since some schools use more than one method.

do check on their eligibility and principals do certify the same, but they differ greatly in practices in the various schools. In general the eligibility is checked every week, as required, although a few schools differ in this practice.

A recent rule of the Association requires that



*Even  
the Scrubs*  
will play better  
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★ **The New Hood GREYHOUND—**  
a basketball shoe of super quality.



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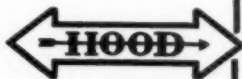
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ADDRESS .....

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# Advertising, Eligibility, Awards, Etc.

By WILBUR C. NEFF

(Continued from page 16)

obviously be set up, and it is necessary to leave this task to an individual.

At present there is a certain amount of unfairness about the whole proposition of financial obligations from the point of view of the player. Many pupils place themselves in danger of injury and assume the risk of having a large medical bill to pay in order that they may contribute to the success of the local and state athletic treasury. Health insurance companies have already established special policies for high school athletics, and it seems that an unbiased view into the future would result in the establishment of a state cooperative health and sickness insurance plan that would be administered by the state association. In Wisconsin the state association has done some pioneering work in managing its own athletic accident insurance. (See March, 1932, *Scholastic Coach*.)

## Captains by appointment

The place of the captain who was chosen by his teammates of the former year is being taken by the leader who is appointed by the coach for each game in all groups of schools. In county and exempted village schools over 75 per cent practice the appointment of a captain for each game by the coach, and 65 per cent of the city schools follow this practice. Since the plan of allowing the lettermen to elect a season captain was an established practice of the past, it would seem that the new plan is rapidly growing in favor and may ultimately replace the former.

The amount of time devoted to practice periods per day is uniform in some sports and varies greatly in others. From the reports given the following averages for the sports may be offered:

Football—All groups used 2 hours.

Basketball—The three groups were rather evenly divided on 1, 1½, and 2 hour periods, each group varying in this manner.

Track—From 1 to 2 hours were used in all groups.

Baseball—Two hour periods were the length in all but county schools where a 1-hour period is used.

The time for practicing football is after school hours in most schools, although some county schools practice at noon. Basketball is also practiced after school hours in city, exempted village, and some county schools, but a large number of

the latter schools state the time as at noon or at night. Track and baseball practice in the afternoon in most schools.

Permitting pupils to miss class work to participate in athletic contests is by no means a universal practice. It is favored among city and exempted village schools somewhat, but it is only a 50 per cent proposition in the county group.

The tendency is strong in all schools to favor make-up work which pupils miss for athletic contests. However, it would seem that 100 per cent would be desirable on this topic.

When the matter of schedules and their length was discussed, it was mentioned that the problem of limitation would be considered. From the standpoint of the player it is important. If he is to participate in sports in which schedules are very lengthy, his own physical condition demands that he be limited in his participation in various sports.

In Table III, three or more sports for one boy was taken to mean unlimited since it is enough to supply him with a different one each season, and this may hardly be considered a limitation.

There seems to be practically no tendency at all to limit. Even in city schools where there is ordinarily a large supply of boys the players are allowed an unlimited number. More necessity for this practice may be seen in the exempted village and county schools where smaller enrollments are found. It may all result in a solution to the old problem as to whether or not it will be athletics for the boy or the boy for athletics. Until more definite information is available as to the exact harm to the boy in this practice, it is doubtful that rulings will be made to limit participation, and until rulings are made it is very doubtful that present practice will change.

There is no phase of interscholastic athletics of more importance than that of officiating. A matter which arises out of the task of selecting and employing officials, is that of securing the approval of the visiting school. It is found that only

TABLE IV  
\*PER CENT OF SCHOOLS HAVING VARIOUS TYPES OF AWARDS MADE TO PLAYERS.

Types of Awards	Types of High Schools		
	78-City	33-Ex. Village	89-County
Honor letters	73.1	87.9	79.8
Felt emblems	25.6	15.2	6.7
Jewelry	14.1	21.2	1.1
Not reporting			11.2

\*This table will not total 100 per cent since some schools have several types.

transportation methods, the scheduling of games between schools quite distant has been made possible. However, every school has its problems in this respect whether trips are far or near.

The bus is the favorite means of travel by city schools, those using the private auto ranking second. In the other groups, however, it is almost a fifty-fifty proposition with the private autos holding first choice. The expense of the bus may be the deciding factor here.

In recent years the matter of awards has become a consideration of the Ohio High School Athletic Association, and rulings have been passed by that body which tend to control this practice. However, much of the selection of awards was left to the respective schools and their personnel.

This task of selecting awards is left to the coach in all groups, while the approval of the selection is made by the athletic board, principal or superintendent. Assigning this work to the coach is probably a good practice if the selection is approved later. However, it seems that a point is being overlooked. As a rule, coaches do not remain in one school system a great length of time, and it seems that this practice would lead to continuous changes and less uniformity. There may be a tendency, too, for a coach to attempt to increase his own popularity by introducing novel awards. In this work, as in much that has been mentioned, the functions of an athletic board have been overlooked.

Novel awards may be developed in the future, but, as yet, the athletic honor letter has a firm hold in types of schools.

If the columns in Table IV were totaled it would be found that some schools make more than one award. Special awards are made to championship teams in 34.6 per cent of city schools, 36.4 per cent of exempted village schools and 24.7 per cent of county schools. However, the athletic honor letter has a firm place in Ohio high schools.

The subject of awards brings with it the topic of standards. Before awards can ever be made some standards of some type are necessary.

The standard of number of quarters played is the most used in all except county schools. It seems to be one of the most definite and therefore one of the most necessary. The other standards, particularly that of the coach's recommendation, have a place, but to assure everybody an equal chance the amount of time played seems the most satisfactory.

Another opportunity to serve as a guide for future work is passed up by a number of schools who keep no record of awards.

(Concluded on page 25)

TABLE III

PER CENT OF SCHOOLS HAVING LIMITATIONS AS TO THE NUMBER OF SPORTS IN WHICH PUPILS MAY TAKE PART IN ONE YEAR.

Limitation	Types of High Schools		
	78-City	33-Ex. Village	89-County
Unlimited (or three)	80.4	78.7	80.9
Limited to one	3.7		2.2
Limited to two	7.7	18.1	11.2
Not reporting	7.7	3.2	5.7
Totals	100.0	100.0	100.0



## DIET

(Continued from page 15)

he cannot digest certain foods, obviously, he should avoid them. Otherwise, he can eat what he wants. He must include enough vegetables, milk and fruits to supply the needed minerals and vitamins; enough meat, fish, milk and eggs, beans and peas to supply protein; enough bread and cereals to furnish his quota of carbohydrate.

The young football player is especially concerned about pies and pastries, cake and ice-cream. Pastries are not as easily digested as some other foods. They are not so difficult of digestion as to make it necessary to avoid them completely. Sweets are quick sources of energy. They need to be limited only because the eating of too many sweets cloy the appetite and makes one unable to take all the other required foods.

The object of training during the football season is to reduce the body weight until it will remain constant under the routine of life undergone during the training period. If too much food is eaten, a gain in weight will result. If too little is taken, there will be an excessive and constant loss of weight. Usually, during the first two weeks of the training season, there is a loss of weight, depending, of course, on the previous activity of the athlete. In about three weeks, the weight should become constant. If it does not, the diet is usually at fault. The athlete who is eating excessive amounts of starches and sugars will store them as fat; he will gain weight, and his physical efficiency will be reduced.

Sweeping generalizations in regard to diets are hazardous because the diet for any individual must be regulated to meet his own needs. What is one man's meat easily enough may be another's poison. Each football player must regulate his diet in accordance with his weight and how strenuously he plays, and his type of physique. The thin, wiry individual needs more food in proportion to his weight than does the phlegmatic type. The expenditure of nervous energy by a wiry quarterback requires as much replacement through food as does the expenditure of muscular energy by a huge tackle.

The athlete who eats a liberal serving of meat, a quart of milk, two eggs, two cereals, two fruits and two vegetables, and bread and butter, daily, will be getting the foods that he needs. The amount of these foods that he takes will depend upon on how much he weighs and how much he does. He can make his life more livable by indulging in desserts if he wishes them. He can eat those foods he has always found to agree with him. Then his diet will aid him in reaching that state of good health where the muscles are hard and firm, the eyes bright, and his endurance good.

The third of the series of diet and health articles by Dr. Morris Fishbein and his brother will appear in the November Scholastic Coach, and will deal with diet for a basketball player.



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# NEW BASKETBALL TACTICS

(Continued from page 9)

dribble, eliminating the possibility of No. 4's dribbling around him. Once the dribble is terminated, B should attack very aggressively while C, D, and E should play for an interception of any pass to Nos. 1, 2, or 3. A should see to it that No. 4 does not pass to No. 5 and at the same time be ready to drop back for a possible interception of a pass made to Nos. 1, 2, or 3 as they come out, possibly, to meet a short pass. Any pass No. 4 attempts to make to Nos. 5 or 2 will

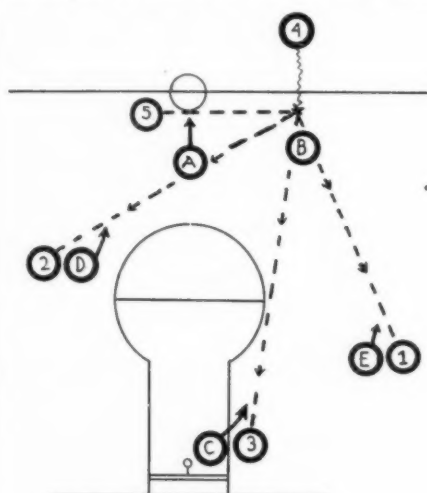


FIG. 3

be a lateral pass which should be easily intercepted by defensive players A and D. Therefore, the logical pass for No. 4 to make is to Nos. 1 or 3. If E and C anticipate that pass they should be able to at least tie up the ball. While No. 4 is locating his proper teammate, B should try to get a jump-ball with him.

To sum up this defensive plan, the defensive team tries to get the guard of the opponent in a position just after he has crossed the center line where he can make only a limited number of logical passes accurately. The defense then tries to get a jump ball or intercept a pass. If such an interception is made, the number team has such poor defensive balance that the letter team should be able to fast break successfully.

The writer believes this defensive plan will be the most popular during the coming season. At least experimental play to date indicates that the best success is gained by this plan. However, the offensive team, by a few changes in tactics, can frustrate a part of the defensive plan.

POSSIBILITY NUMBER THREE—A deeply retreated zone defense may be used by some coaches on the theory that the rules force the offensive team to bring the ball to them. Therefore,

the defense can retreat and maintain a perfect defense while the offensive team will have no method of pulling them out of position. Some of this type of play may occur but it is logical to think that the natural reactions of the players will prevent it.

In Fig. 4, guard No. 4 is shown with the ball while the letter team is in a typical shifting-ball zone defensive position. Suppose No. 4 wants to pull the defense out of position. If he merely stands there close to the center line or passes to No. 4, is it not logical to assume that the zone men will leave their positions quickly to try to intercept a pass or secure a jump ball because they know No. 4 cannot pass back over the center line? It appears that a "stall" executed in only one-half the floor will cause the zone men to spread far more quickly than they would under the old method of holding the ball deep in the back court. This would hold true on short courts as well as long ones.

In cases where a coach holds his defense back and refuses to force the

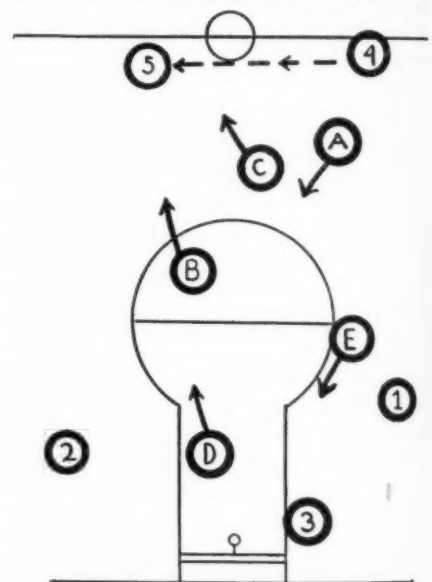


FIG. 4

play, it is to be remembered that it is he and his defensive team which is causing the "stall." That team and the coach deserves extreme criticism, for the popularity of the game is endangered by such tactics.

POSSIBILITY NUMBER FOUR—The fourth defensive possibility lies in the coach not attempting to take advantage of either the "ten second" advance or the "no backward pass" phases of the rule. In such a case the game could proceed just as it has in the past years and the new rule would cause only a little speeding up of the play.



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(Signed) Harvey Harman,  
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- 3—Far more economical, because it can be laundered over and over again.
- 4—It has 90 per cent stretch, and retains it even after many launderings.

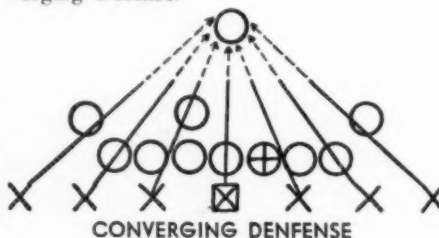
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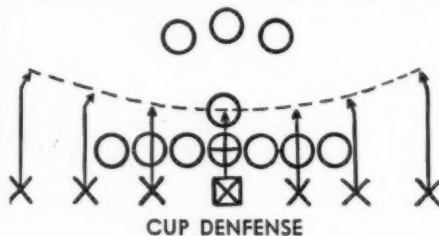
## FOUR DEFENSIVE PLANS

(Continued from page 14)

smashing play of the ends makes it weak against end runs, particularly "in and out" end runs. The aggressive feature of every player going directly for the ball-carrier is a point in favor of the Converging Defense.



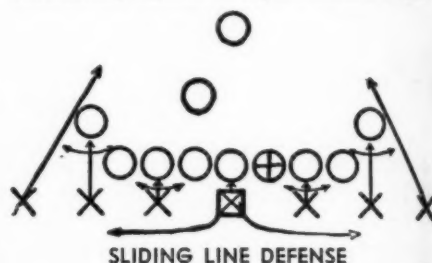
A more recent defensive line plan is the Cup Defense. Its principles can be used satisfactorily against most types of offense and it is the most generally accepted plan nowadays. The initial charge of all the linemen is straight ahead. Because the ends and tacklers are not blocked on the line of scrimmage as easily as the three middle men they are expected to advance deeper into the opponents' territory and stop or turn the play in. They must not advance so deep as to open up a hole inside their positions. Each player is held responsible for stopping plays directed at his territory. Against teams using strong flank



plays the guards may even charge out to keep from being blocked in and to help break up the plays directed outside of their positions.

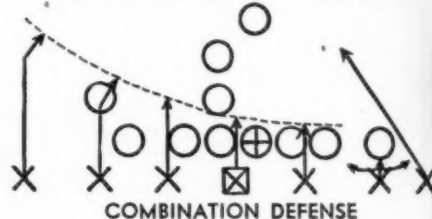
The Sliding Line defensive plan is quite a recent development and has some excellent points. It has also been termed as "drifting" or "shuttling" lines. The ends smash in to hurry the play and make the ball-carrier commit himself quickly. The other linemen make a hard initial charge and then check their forward progress, using their hands well to prevent opponents from getting to their bodies or legs. On this initial charge they defend their own positions and size up the play, then

cover quickly to the point of attack. This plan is really an outgrowth of coaching all linemen to move quickly to the point of attack. It works well when using a six-man line along with a 6-2-2-1 or a 6-3-2 type of defense. The center, when playing in the line, is given a great amount of leeway and may be permitted to cover from one flank to the other. It can be used very successfully against deceptive offenses lack-



ing a threat of much power, and the type of play presented by the lateral pass and double wingback formation. It is likely to prove weak against a straight, hard smashing attack, as the linemen in their habit of sliding sideways are not apt to make their initial forward charge consistently hard enough.

The ideal type of defense is the Combination Defense. The tactics of the individual linemen are planned to meet the opponents' offense to the best advantage. The opponents' formation and plays govern the play of the individual defensive linemen as decided by the coach or staff. This defensive plan may take any different



form, depending on the offense it must meet, and is the highest developed type. The play of all the other three defensive plans may be used against any one type of offense, but as a rule the principles of the Cup Defense are adhered to by the majority of the linemen in using a practical Combination defensive plan. The Cup Defense can be easily modified to serve as a Combination Defense.

## THE NEW PHYSICAL EDUCATION

(Continued from page 3)

We must produce programs that are educational. Our activities must have an educational purpose. Exercise must build health. Sports must beget sportsmanship. Gymnastics must develop neuro-muscular skills. Play must develop play habits for the wise use of leisure time. Activities must not be ends in themselves but must be the means of building better manhood and womanhood.

The profession of physical education is that of education. To take its place in the new day and in the new education, it must provide a physical education program that is "physically wholesome, mentally stimulating and satisfying and socially sound." To meet this challenge, we must all become teachers, not specialists. As teachers we have one subject common to all—the growing boy and girl in a rapidly changing, mechanical world.



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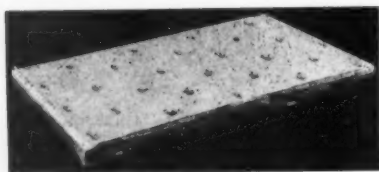
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# CROSS-COUNTRY RUNNING

By ROBERT E. LINDWALL

**C**ROSS-COUNTRY running demands moderate nerve control but has an extreme influence on the pulse, blood pressure, and respiration. It is a severe test on the heart and lungs. However, intelligent coaching can make this sport an ideal medium through which endurance is developed.

Sane, thought-out procedure in coaching depends on an adequate appreciation of physiology in order that permanent injurious effects might not result from over-ambitious training. It is too often the practice of schools to assign cross-country coaching to some member of the faculty who might unwittingly ask the boys to go out and run two or three miles the first day of practice, and have a trial after a week of practice. Cross-country is a strenuous sport, and we are failures as coaches and educators if we provide any means or conditions through which the boys are harmed through careless supervision of sports. I do not mean that this same careless application cannot exist in other sports as well as in cross-country.

Each of my boys must present a satisfactory examination certificate from a doctor before reporting for the first practice. This includes an examination of the heart, lungs, possible hernia, urine, and a weight comparison from the previous year.

The preliminary training period should last for at least six weeks. Our workouts consist of a great deal of building-up work with emphasis on the abdominal type. Chest exercises, such as push-ups; bicycle riding (inverted running), jogging on mats (if indoor), pull-ups, etc., are also used for development.

When the season begins we use alternate running and walking for short distances during the first week. This means covering a distance of two to three miles, first running slowly and then walking. This is worked up progressively until at the end of the fifth week of training the more mature boys are running the full distance. The others are held to the end of the six-week period. We use an overdistance of two and one-half to three miles of slow jogging for endurance work after the actual running season starts. We use speed runs of one-quarter to one-half mile after the season starts to develop speed. A lot of hill climbing is given but care must be exercised to see that adequate rests are provided.

Our boys are divided as follows into four squads:

*Fourth squad (eighth graders)—*

Workouts consist of a great deal of building-up work and races are run for judgment of pace only. I divide the squad into two or three teams and have competition for judging pace rather than for any actual racing.

*Third squad (ninth graders)—*The emphasis is again on building-up work and on judgment of pace. The mature fellows showing no great strain are allowed to run a mile in competition.

*Second squad—*This squad consisted of sophomores, juniors, and seniors who usually finished in fifteenth to fortieth place in our school trial runs. These boys are allowed to run two miles in competition.

*First squad—*This is composed of the fifteen best runners.

Every boy should be able to judge his pace and know just how fast the pace is at all times during a race. A boy should know his limitations and strong points. He should know whether he can start fast and finish fast. He might be the type who likes to run out in front and then finish slowly or he might be the opposite type. A coach must attempt to study his men as to the workouts they can best use. Workouts are similar to diet in that what is good for one man might be bad for another. A thorough warming-up before a race is important to take. Tom Jones, Wisconsin coach, gives a tremendous amount of work to his men before the start of a race. We know that muscles function most efficiently when warmed up before being used in competition. I also teach the boys the proper method of massage, and they massage each other after practices and before races. On the day before a race I have the boys rest, but they may massage each other if they wish. Before a race, a half hour of complete rest with quiet surroundings, contributes toward successful running. I send a letter to the mother of each boy, explaining to her the purpose of training, and the value of different kinds of food, mentioning the desirable and the undesirable.

### WINGATE BOOK READY

The Wingate Memorial Foundation, 57 East 56th Street, New York City, announces the publication during October of *Aims and Methods in School Athletics*, the printed record of the Wingate Athletic lectures of 1931-32, edited by E. Dana Caulkins, Secretary of the Foundation. This book of about 500 pages will include discussions by forty-eight authorities in athletic sports and games and in the related fields of education, health and social welfare playing, coaching and organization technique in twelve of the popular school sports.



## Advertising Eligibility, Awards, etc.

(Continued from page 18)

A permanent record is kept in 51.3 per cent of city schools. Thirty-three and three-tenths per cent of exempted village schools and 37 per cent of county schools, and it is to be regretted that this practice is not followed by all schools.

In city schools this record is compiled by the faculty manager or coach and filed with the principal usually. In exempted village schools it is the task of the principal to make the record and keep it on file. County schools divide the work of making the record between superintendent, coach, and principal, and place it on file with the superintendent or principal.

Many types of work are found in the supervision of athletic contests. To all these tasks there must be some assignment of personnel from the faculty. At present, there is a distinct lack of definiteness in this respect, along with a great amount of diversity in the three groups as well as with all school systems. As a result, there is very little uniformity of methods, and the use of many methods and aids is passed up by schools. The magnitude of the problems which often arise out of athletic contests, so large sometimes that school officials have been known to lose their positions, makes urgent the need revealed here for the development of this phase of secondary school work.

### The Center on Offense

(Continued from page 7)

the outside foot, to right and left, keeping the inside foot in place until contact is established, then driving at an angle into the thighs of the opponent with head up, neck set, back straight, tail low and a wide base. The man on the side to which he is to be moved gives with it a trifle until under motion, both guard and center rise a bit, dig and carry the defensive man back on their shoulders. The angle charge serves to pinch the defensive man between them. This type of charge is of particular value in high school coaching because it considerably reduces charging past opponents—a cardinal sin in line play.

(3) Short lunge and wait. Used in keeping a tight line while a back is getting off a kick. Simply a half-charge and then a hesitation until defensive man shows his hand. Enables other linemen to head in on the center in keeping a tight line. This type of charge tends to lessen the danger of having punts blocked by teams using a guard to draw the center out of the line and sending a man through the hole and up the alley to the kicker.

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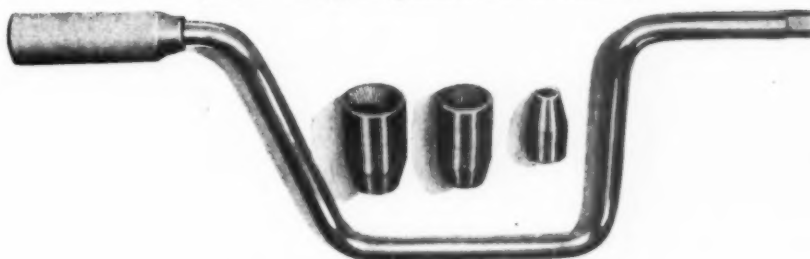
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## The play program in physical education

By ALFRED E. PARKER

PLAY is a natural instinct of every normal boy. It may consist of a variety of activities, from boxing each other like two cub bears, to participation in organized team games. When a boy has no desire to play, he will need watching. It may be that he is a "sissy" or, if not in the sister class, he may be ill. All of which is overly trite it has been heard so often, but, even so, these same trite facts have a direct bearing on a play program in physical education.

If play is a natural instinct of the normal boy, then play will demand a large place in a physical education program. Regardless of all my many friends in the fraternity of physical education who adhere so strongly to formal gymnastics, it is my belief that gymnastics will never benefit the boys of America physically as will participation in organized games. Not that gymnastics could not benefit boys physically, for I believe that they can, but the boys themselves will not allow it.

It is all very well for my friends of the "formal gymnastic school" to talk of the value of set body-movements and the disciplinary results to be gained from calisthenics—and they are right in both their contentions—but boys will not accept for long the "tortuous ordeal"—at least mentally they build up a barrier against it. They may go through the motions, yet in their mind and heart they are yearning, a yearning that causes their fingers to itch for the touch of a basketball, or football or baseball.

It is a bit different with men. Men can go on the gymnasium floor and, with more mature mental control, shut out thoughts of "games to be played," concentrating on the arm, trunk, and leg movements to such a degree that they receive physical benefits therefrom. Boys—some boys at least—can do the same for a time, but fourteen years of working with boys as a physical instructor and coach have convinced me that for boys, play, with its natural movements which result in a game to be won—is the best body builder.

Because of my belief, I am naturally interested in the play program in physical education. Of course there are various methods of conducting a play program and you will not have to travel far on a visiting tour of secondary schools to discover a variety of methods of organization. Just to turn

out a group of boys, however, present them with a ball and bat and allow them to "fool around," is not what could be called a high type of organization.

Some definite system in the play program is surely desirable if it is to be a successful part of the physical education program. There are various methods of organization, to be sure,—such as dividing the group according to age, grade or weight, but one of the most practical schemes is to divide the gymnasium class into squads. There are, obviously, disadvantages to dividing a class into squads, especially when the group is made up of boys of varying physical build, but in actual practice squads work out fairly well. And after all it is one of the duties of the physical instructor to see to it that the squads are evenly balanced. This will undoubtedly require shifting boys from one squad to another from time to time as the instructor watches them play various games; and it will also mean that to keep up interest in the class, squads should be organized three or four times a semester.

Additional interest in the games can be aroused by selecting capable leaders for each squad. When the instructor first meets a new class at the beginning of a term, he will be wise if he allows them to select their own leaders, for this will give him a line on who the members of the class believe can best lead them. Later on, though, the instructor will find that selecting the squad leaders himself will probably be for the best interests of the class as it will make possible the breaking up of cliques, and, even more important, a squad of "stars" can be broken up and allowed to display their leadership ability.

A further method of maintaining interest over a long period of time is to keep a record of the victories and defeats of each squad. This can be posted on a bulletin board by means of a percentage chart if you wish, but a simple and effective method of keeping such records is to allot two points for a victory and one each for a tie. Such a system of record-keeping is not necessary to the success of a play program. For, as has been stated, boys play naturally and the writer has observed a play program running smoothly over a period of years with never a record kept—the boys being too interested in the different games from day to day to worry much about



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the "leading squad." Both methods are worth trying.

If keeping a record of the competition is not entirely essential, it is surely important to schedule the games according to their seasonal interest, and for any given day, with an eye on the weather. It is hardly necessary to mention so obvious a fact that boys like to play passball (tag football) during football season and basketball when basketball season is in progress, and so on. Other considerations—space and equipment principally—do not always make it possible to adjust the program for the best interests of the participants, but what the instructor can do, nevertheless, is to plan his program day by day and not schedule it ahead of time.

Planning a program in the morning before the first class is surely the best method during those times of the year when sudden changes in the weather are common. A schedule planned even a week ahead of time may result in a game of baseball being played on a cold, windy day, or a game of scrimmage ball (speedball) on an extremely hot day, neither of which would be to the best interests of the physical development of the boys taking part. Fast action games ought to be played on cold days and the less strenuous games on hot days.

Experience teaches further that games during the physical education period are more successful where no referees are used. This may be an idea which you will immediately label as bunk, but have you ever tried, over a sufficiently long period to be able to draw a conclusion, conducting class games without referees? If you have, and have found that it proved successful, you will agree that boys soon learn to iron out their own troubles; in a surprising and effective manner they put the cheater where he belongs. This can best be handled by putting the responsibility of conducting the games on the field up to the squad leaders. Sometimes, to be sure, you will hear squabbles—a few well chosen words, loudly broadcast—but the time elapsing during which the disagreement is being settled will surprise you. In the extreme cases, as in life, a judge has to be called in and here is where you enter the scene.

Granting, then that there will be little difficulty in maintaining interest, let us turn to other considerations in administering a play program. Say, for purposes of illustration, that the gymnasium period is forty minutes long. That would mean ten minutes at the beginning of the period for the change into his gym togs, checking the roll and reporting to the field where he is to play. Ten minutes at the end of the period would be needed to take

(Concluded on page 30)

## THE BOOK THAT FOOTBALL COACHES HAVE NEEDED

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Frank Carideo illustrating the second phase of the end-over-end punt.

## KICKING The American FOOTBALL

By LEROY N. MILLS

GEORGE TREVOR, Football Editor of the New York Sun, and keen observer of coaching methods, recently wrote: "I can say unreservedly that Roy Mills is the greatest KICKING coach of all time. You haven't heard of Roy Mills in a football year because he shuns publicity, but if you are among the thousands who once thrilled to Frank Carideo's angled punts you saw one of his pupils exemplify the Mills' method. I might add that Carideo was NOT a natural born kicker. Mills taught him the principles of scientific kicking while he was a school boy. I believe that Mills' punting technique—both in relation to major strategy and to individual execution—may revolutionize football tactics. He has shown that the punt is an offensive as well as a defensive weapon when employed to bottle up the enemy in coffin corner."

Mr. Mills always has declined to consider becoming a professional coach, but he has at last yielded to the insistent urging of coaches and put his methods in print in this book. As the bulk of Mr. Mills' experience has been with high school boys, the book has been written largely from the standpoint of the scholastic coach.

### The Fundamentals of Kicking

Mills shows first the preliminary tests necessary to determine a kicker's natural ability. Then he describes tests to determine balance, correct aiming, timing eye-on-the-ball and other vital fundamentals.

### A System of Teaching Accurate Kicking

He then discusses in detail with practical illustrations the technique of the end-over-end and right and left spiral punts; the correct follow through for each; the coffin-corner kick and other factors in controlled kicking; the quick kick; the correct methods for placement and drop kicking; the kickoff and its possibilities; what the center and ends must know; the complete possibilities of kicking as an offensive measure; and many other vital factors in kicking. Mills shows how any normal boy with a nose for football may be taught to become a fairly accurate kicker in 20 to 30 hours of coaching time.

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Some of the famous coaches who have had an opportunity to observe Mills' methods and have praised them, are MAJOR SASSE of the Army, ANDY KERR of Colgate, HARVEY HARMON of Pennsylvania, AL WHEELER of Amherst, E. LEROY MERCER, formerly of Swarthmore, and such brilliant players as Frank Carideo, Leonard Macaluso, Rob. Wilson, Chas. Cadigan, Benny Friedman, and many others. Many college, prep. school and high school coaches will use the Mills system this fall. We suggest that you rush your order.

The book is illustrated with many practical photographs, including a set of pictures of Frank Carideo illustrating every phase of the punt. Also charts and diagrams. Price \$2.50.

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## STRAIGHT SHOOTING

By THOMAS J. LOVELY

*The Jamaica High School rifle team has won the championship of New York City on six successive occasions, and at present holds every trophy that is offered in competition among the twenty-two rifle-shooting high schools of New York. Mr. Lovely, the Jamaica coach, is shown above, unarmed, on the firing line with his latest championship squad.*

UNFORTUNATELY, the word "rifle" is associated in the minds of many of our good citizens with the word "destruction." They are trying, by means of legislation, not only to prevent the purchase of arms for protection and sport, but also to confiscate the arms now in the shooter's possession. Many thoughtful persons believe that the death-dealing rifle can be put to a constructive use, and that around it is built a great sport—rifle shooting.

As so few other sports do, rifle shooting permits universal participation. In these days as never before, we find rifle shooting gaining popularity in schools, Y.M.C.A.'s, churches, summer camps and similar institutions. It is an all-year-round sport, the summer camps carrying on the good work started in the winter.

The high schools in particular are turning in greater numbers to this sport, many having ranges of their own. As in all first-rank sports, the school letter is awarded to the members of the team. In New York City, with but few exceptions, each high school is represented by a rifle club.

At Jamaica High School, since the beginning of the fall semester, more than two hundred boys have been given instruction in shooting. Any one who has "plugged" a bull's eye at a range of 20 yards or more will admit that accurate rifle shooting has a fascination. Rifle shooting teaches self-control, accuracy, concentration, courtesy, self-reliance, patience, and obedience. Thus,

far from being a destructive implement, it can be made a potent influence in developing our youth.

The task of organizing a rifle club in a school should not prove a difficult one. Necessary for the formation of such an organization are a coach, boys or girls, three or four rifles and a range or place in which to conduct the firing. It is surprising how many boys will be found who possess rifles, or at least have handled them at one time or another. Here we might state that boys who have never fired before, and who thus have no bad habits to unlearn, will prove easier for the experienced coach to instruct properly. Any basement of a school may easily be fitted to serve as a range. Indoor firing, except in armories, is seldom carried on over a distance exceeding 50 feet. So, a space, let us say, 65 or 70 feet long and 25 or 30 feet wide will be sufficient for a very satisfactory range.

The back wall should be protected with sand bags or heavy wooden beams to a height of eight or nine feet. If obtainable, sheet iron would be most satisfactory.

About a foot out from the wall, and about five feet from the ground, should be strung a taut wire on which, at intervals of three or four feet, the targets may be placed. Clips may be used to fasten the targets to the wire. Fifty feet from the wire a wooden railing should be erected. Perhaps, with the aid of the shop teacher or the local carpenter, a partition with six windows could be erected.

Two or three rough wooden tables will also be necessary from which the members may shoot in the prone, kneeling, and sitting positions. A contraption of wire and pulleys might also

be constructed, whereby the targets could be moved to and from the railing or firing line, thus eliminating much of the danger of accidents.

It is not possible in an article of this scope to give detailed descriptions of the correct positions to be used when firing from the various positions of standing, prone, kneeling, and sitting. Very complete and explicit directions may be obtained from the National Rifle Association Unit's headquarters in Washington, D. C. Affiliation with the N.R.A., as it is popularly known, costs but five dollars a year and should be one of the first steps taken by anyone interested in the formation of a rifle club. Besides the very helpful advice which this body will give to you, membership in it entitles you to a generous supply of targets and ammunition. A yearly subscription to the magazine, "The National Rifleman," goes with it. This magazine is, to say the least, extremely interesting and instructive to anyone who handles firearms.

Turning again to the matter of possible accidents that may occur on a rifle range, we can state that every such accident has a cause, and that cause is never anything except plain, unadulterated carelessness. In making a range safe the coach plays his strongest part. Every boy or girl who uses the range must be thoroughly instilled by the coach with the A B C of safety. At all times when the range is in use, the coach should be present and should actively superintend everything that goes on in the range.

Safety warnings, such as "Never point a rifle at anyone"; "Never have more than one shell in your rifle chamber at any time"; also "Do not carry

(Continued on next page)



# CHARACTER QUESTIONNAIRE

**E**VEN the traits of character that every good pupil should have change with the years—in name, at least, if not in essence—if a list compiled from answers to a questionnaire from seventy-five school principals in New York state is a criterion. The questionnaire was part of a study of the methods and aims of character education in the state schools made over a period of two years by J. Cayce Morrison, Assistant Commissioner of Education of the University of the State of New York, and Arthur E. Layman of the State Normal School at Cortland. The report has recently been made public.

New York's principals, according to the sample represented in the study, are not unanimous as to the essential traits, for the lists presented named altogether forty-eight. Of these the twenty most frequently mentioned, and in their order, are:

- |                  |                          |
|------------------|--------------------------|
| 1—Responsibility | 12—Loyalty               |
| 2—Initiative     | 13—Patriotism            |
| 3—Cooperation    | 14—Punctuality           |
| 4—Courtesy       | 15—Appreciation          |
| 5—Honesty        | 16—Unselfishness         |
| 6—Sportsmanship  | 17—Morality              |
| 7—School spirit  | 18—Respect for authority |
| 8—Healthfulness  | 19—Self-control          |
| 9—Leadership     | 20—Service to society    |
| 10—Fair play     |                          |
| 11—Neatness      |                          |

Several of these, the writers of the report note, are especially characteristic of the present generation, notably sportsmanship, school spirit, healthfulness, leadership, fair play, neatness, cooperation and service to society. The term sportsmanship, they point out, "has come to connote a number of admirable qualities. School spirit likewise has taken unto itself elements of a number of the older virtues, for ex-

ample, loyalty and obedience. Leadership and cooperation represent social values particularly stressed in recent years." But they note also that some of the older virtues are still emphasized.

When these lists were compared with twelve well-known lists put out in previous years—which included eighty-nine additional items—it was found that thirteen items put down by the state principals did not appear in any, and ten other items appeared only in one list each.

"School spirit ranked seventh in the principals' list," the writers say, "but did not appear in any other list. Appreciation, fair play, leadership and sportsmanship, each appeared in one list only. Patriotism and respect for authority, each appeared in two lists only. On the other hand, items which appeared on four or more of the twelve lists and were mentioned by fewer than four principals were: industry, obedience, reverence of God, and thrift."

As to methods of promoting character building, the ten most frequent mentioned were, in order:

- |                              |                               |
|------------------------------|-------------------------------|
| 1—Athletics                  | 6—Report cards                |
| 2—Extracurricular activities | 7—Physical education          |
| 3—Music                      | 8—Posters                     |
| 4—Assembly                   | 9—Study of lives of great men |
| 5—Girl reserves              | 10—Personality studies        |

Here the writers of the report raise the question—without attempting to answer—"Are we cultivating the attainment of the older virtues through wise guidance of the social activities of youth or are we substituting a social form for the substance of character building?"

ramrod. Pass the ramrod several times through the barrel of the rifle changing the rag until it comes through clean.

A rifle rack may be easily built and attached to the wall of the range and in this all rifles should be kept. No rifle which is the property of the school should be allowed to be taken from the range without permission and this permission should be sparingly granted. A rack allows an easy way to check up the location of all rifles in a moment.

Some high schools and colleges throughout the country maintain girl rifle clubs. There is no logical reason why instruction in riflery should not be available for girls.

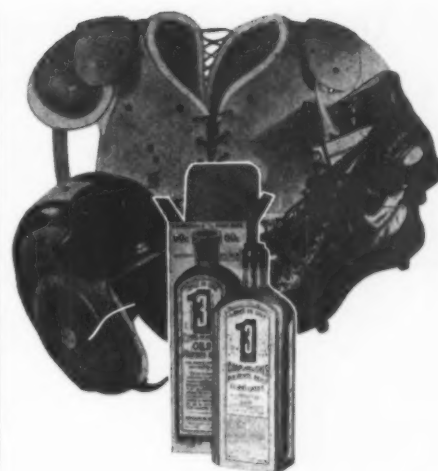
## STRAIGHT SHOOTING

(Continued from preceding page)

any ammunition from the range," should be prominently displayed about the range.

In addition, a set of wisely made rules should be drawn up by the coach, any infraction of which should be severely dealt with by him without hesitation. In this way, the pupils will come to know what the coach expects and will act accordingly.

The rifles available should be definitely assigned to the individual members of the club, three or four members to each rifle if need be. Each rifle has a separate number on its barrel and in this way the responsibility for keeping the rifles clean can be definitely fixed. A rifle should never be put away at the close of a day's shooting unless it is thoroughly cleaned. For the purpose of cleaning, an amount of thin muslin should be cut into pieces about two inches square. A ramrod and a can of very light oil will also be required. Drop two or three drops of oil on a piece of muslin, and attach the muslin to the end of the



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## The Play Program

(Continued from page 27)

a shower and put on street clothes. That leaves twenty minutes of the period for participation in a game.

Twenty minutes does not seem like much time each day, but when boys are properly appealed to they can be trained to use every second of the time allotted for play. This can be done by not permitting the wasting of time in dressing room and by seeing that squad leaders are chosen who are capable of getting the games started promptly. Squad leaders ought to dress rapidly, check the roll and report to the field ahead of the class. Whether or not the games start promptly is not entirely the responsibility of the squad leader; it is a matter that tests the supervising ability of the instructor and his ability to cause the entire class to desire to commence promptly. This phase of class administration very seldom causes much trouble, for the boys' natural instinct to play en-

ters in here and the game is started on time because he is so anxious to take part in the activity.

These matters of class administration can best be handled by talking to the class as a group, and where a weekly period for hygiene or health instruction is conducted a few minutes of this period can be used now and then to iron out the discrepancies in class work. Bringing the class together once a week for health instruction also affords a time when you can use a few minutes to discuss with the class the rules of different games and the ideals of sportsmanship.

These same health-instruction periods offer a time to discuss with the boys the health building possibilities of the games they are playing. They can be reminded that games bring into play the big muscles of the body and that they force deep breathing, two important factors in building a healthy body. And if the climate and space permits you to conduct a large proportion of your play program out of doors,

it can be pointed out to the boys, also, that exposure of the skin to the sun rays is healthful.

But there is one phase of the play program in physical education that seems to have been overlooked by some physical directors, especially those whose minds are centered more on their after-school coaching activities than on class work; that is, there need be no great amount of worry concerning material for athletic teams where a well-organized program of play is conducted. What opportunities some coaches pass by! They bemoan the fact that they have no football material, for example, and yet they never schedule passball games during gymnasium classes. Passball, minus the tackling, offers a chance for a boy to learn many of the body-movements used in an actual game of football. The late Andy Smith, one-time coach of the so-called "wonder-teams" at the University of California, more or less invented the game of passball, and he required his men to play a lot of it. Andy believed that passball forced his men to participate in game-situations, situations which were similar to those experienced in a game of real football, and he proved his point satisfactorily by the fast teams he produced and the surprising amount of good material he developed.

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The two outstanding football plays of the week will be broadcast every Friday night over the Columbia network as part of the All-America Football Show being sponsored by General Foods Corporation. The program started Friday, September 23, with a dramatization of two of the most spectacular plays of the 1931 season—both of them field-goals plays which were turning points in the last stages of the Southern California-Notre Dame game at South Bend, and the Yale-Harvard game at Cambridge. The Southern California play called for a placement kick on the Notre Dame 28-yard line, Mohler holding the ball and Baker kicking it over, making the score 16 to 14, Southern California, with only a minute of the game left to play. It was a high climax of an uphill struggle for the Trojans, who were behind, 0 to 14, at the end of the first half.

The Yale field goal, a dropkick by Albie Booth, from the 14-yard line, was the only score of the game, and came with only three minutes of the game remaining, on third down ten to go, after Harvard had successfully held off the Yale thrusts on the 5-yard line.

It is a point of interest to coaches that neither the Yale dropkick or the Southern California placement had much of the surprise element to help the plays succeed. Yale's play probably had more surprise to it than Southern California's because it was a dropkick, but Harvard should have been expecting something a little out of the ordinary after having stopped the Yale rushes at the line so close to goal.

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